THE

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PSYCHOLOGIST

TIP

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The Industrial-Organizational Psychologist is the official newsletter of the Society for Industrial and Organizational Psychology, Inc., Division 14 of the American Psychological Association. SIOP is an organizational affiliate of the American Psychological Society. Circulation is approximately 4700, which includes the membership of the Society; all APA and APS officers, board members, division presidents, and newsletter editors; graduate students in Industrial Organizational Psychology and Organizational Behavior programs; and individual and institutional subscribers.

Manuscripts and News Items:
Two copies (one copy on disk) of articles or news items should be submitted to the editor. Submissions well in advance of the deadline are appreciated and necessary for unsolicited manuscripts.

Deadlines for each issue are:
July issue—May 15 deadline
October issue—Aug. 15 deadline
January issue—Nov. 15 deadline
April issue—Feb. 15 deadline

Advertising and Positions Available:
Advertisements, ranging from one-half to two pages, and Position Available announcements may be arranged through the SIOP Administrative Office. Deadlines for the placement of ads and announcements conform to the publication deadlines printed on this page. Details and rate information are shown on the last page of this issue. For further information or ad placement, contact the SIOP Administrative Office.

Subscriptions and Address Changes:
Subscriptions begin with the July issue, and are payable in U.S. funds. Membership inquiries, address changes, advertising placements, and other business items should be directed to:
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P.O. Box 87
Bowling Green OH 43402
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The Industrial-Organizational Psychologist is issued quarterly (July, October, January, April) one volume per fiscal year, at 745 Haskins Rd, Suite A, P.O. Box 87, Bowling Green OH 43402. Second-class postage paid at Bowling Green, Ohio, and additional mailing offices. POSTMASTER, send address changes to: SIOP, P.O. Box 87, Bowling Green OH 43402-0087. Subscription rate: $20.00 for individuals, $30.00 for institutions. SIOP members receive TIP at no additional cost. Undelivered copies resulting from address changes will not be replaced; subscribers should notify SIOP of their new address.

Printed in the USA

See TIP online at URL http://cmit.unomaha.edu/TIP/TIP.html

THIS IS TIP

A user-friendly guide to the July Issue

Re-engineering Jobs at a Food Processing Plant

Comments by Tom Ramsay

Problem: A European-owned food producing plant in the Midwest was determined to have a world class production and maintenance team at their plant. The company and union had agreed on a generous retirement plan for qualifying employees.

Approach: Our method employs a content-related validation strategy. We use a group of job experts from production, maintenance, and management.

Results: Basic skills tests were developed to ensure learning skills on the part of production and maintenance job families.

Tests of knowledge and skills were developed for Electrical and Instrumentation Technicians and Mechanical and Piping Technicians.

Bottom Line:
- Management was able to upgrade the skills of production and maintenance employees.

- Production and maintenance employees were able to enhance their individual capabilities and progress to their highest levels of capability.

- All of the above activities were accomplished within a 2-month period of time.

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The Industrial-Organizational Psychologist

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Sitting down to write my first TIP column as SIOP President is a very pleasant task. Most recent SIOP Presidents have confided to me that writing their last TIP column is a very pleasant task, but I am delighted to have another opportunity to celebrate our 11th annual conference held in San Diego in late April (just a few weeks ago as I write this). The success of our conference was due in large part to the truly outstanding work done by a number of SIOP members. I would like to extend thanks on behalf of all SIOP members to Katherine Klein, chair of the Conference Committee, who made big decisions and attended to small details with equal aplomb; Jack Kennedy, who headed Registration for the 2,005 conference attendees, a new record; Terry W. Mitchell, who dealt with Local Arrangements; and Steve Ashworth, who coordinated the Job Placement Services, a relatively new conference feature that is becoming extremely popular.

Lois Tetrick and her Program Committee will probably react well to a common complaint I heard about the conference program: Too many interesting sessions at the same time! Thanks for turning a deluge of last minute "expressed" packages into 3 days of valuable learning experiences. A solid day of valuable learning experiences for over 400 participants was also provided by Sally Hartmann and the Continuing Education and Workshop Committee with the 14 pre-conference workshops they scheduled. Special thanks to Sally, to the Workshop Registrars, Victoria Crawshaw and Karen Barbera, and to Jeff Schippmann, who conducts the market surveys that provide input from SIOP members about workshop content. Forty advanced graduate students were also exposed to a day long learning experience in the pre-conference doctoral consortium organized by Tara L'Heureux and Peter Bachiochi of the Education and Training Committee. The consortium provides an excellent opportunity for students to meet each other, to learn from leaders of our profession, and to learn more about SIOP. Thanks also to Bernardo Ferdman, who organized the pre-conference tour of the maquiladora manufacturing plant in Tijuana and

related activities that were enjoyed by about 40 members. Finally, thanks to Kevin Williams who organized the 5K run, held on the Saturday morning of the conference for those desiring an early look at the delightful scenery of San Diego.

I cannot thank individually all of the members of the various SIOP committees and those other individual SIOP members who contributed to the success of the conference and to the effectiveness of SIOP throughout the year, but I and all of the officers and committee chairs appreciate the hard work of each and every one of you!

Speaking of officers and committee chairs, I should introduce the new ones to you. All of the following individuals assumed their new positions at the meeting of the Executive Committee which was held immediately after the Society Conference in San Diego. Our newly elected officers are: President-Elect - Kevin Murphy; Secretary - Bill Macey; Member-at-Large - Nancy Tippins; and APA Council Representative - Angelo DeNisi. New committee chairs are: Awards - Adrienne Colella; Committee on Committees - Jeff McHenry; Fellowship - Elaine Pulakos; Long Range Planning - Wayne Camara; Membership - Karen Paul; APA Program - Tim Judge; SIOP Program - John Hollenbeck; and State Affairs - Greg Gormanous. In addition, Phil Craiger has become chair of our newly named Electronics Communication Ad Hoc Committee, and Angie McDermott is "Chair-in-Training" for the Continuing Education and Workshop Committee (a case of where we practice the succession planning we recommend to organizations).

With all of the talent listed above, plus the continuing officers and committee chairs, I am confident that SIOP will continue to prosper in the coming year. As someone who is more inclined to be evolutionary rather than revolutionary, I plan to follow the sage words spoken to me in San Diego by Chuck Hulin, "Well, if it isn't fixed, don't break it." Yes, Chuck really said that, but I told him that I would steal the line and repeat it frequently! I do have some personal priorities that I hope to accomplish, but these draw on the wisdom and experience of many past SIOP Presidents, other officers, and committee chairs with whom I have worked over the past 10 years. I am interested in strengthening SIOP's ties with similar professional societies around the world (and our international colleagues who are their members). Part of this effort will include encouraging the participation of SIOP members in the 24th International Congress of Applied Psychology, the quadrennial meeting of the International Association of Applied Psychology being held in San Francisco in August, 1998, immediately prior to the APA convention in the same city. This is the first time that this Congress has been held in the US and it will represent an excellent opportunity for us to meet our colleagues from around the globe.

IOTAS

Michael D. Coovert

The 'dog days' of summer are upon us—oh for a little bit of that cool San Diego weather we had during the conference!

Speaking of conferences, check out the APA program in this issue. John Hollenbeck and his committee have put together quite a show. So make those travel plans now. Also, be sure to start planning your submissions for the next SIOP. The September 20, 1996, deadline will be here before you know it.

TIP on the WEB continues to generate a lot of activity. Remember it is your fastest access to information in each new issue and it also has some job postings that are not available in the print issue. The address is listed inside the front cover of each **TIP**, and your guide to the Internet is described in past Traveling in CyberSpace columns. Thanks again to **Herb** Meyer who lent me his copy of the very first **TIP** so I could show it off during our Internet sessions in San Diego.

SIOP will be celebrating its Golden Anniversary as one of the original divisions of APA. **Laura Koppes-Ratcliff** is the coordinator of the festivity for the society. Send her your Golden Ideas or call her at 219-665-4183. The full announcement is in this **TIP**.

While you are digging around in your scrapbook (box!), keep track of I/O history items. Jim Austin has signed a contract to produce a handbook on the history of I/O. Jim is at 614-292-0685.

Rounding out the history section of IOTAS, **Vic Vroom** was kind enough to share one of his early experiences with us. See his *Reminiscence* piece.

Finally, a lot of people want to thank **Kevin Williams** for giving us a very fast 5K (where K stands for Kind-of) race. Everyone reports a new PR! Seriously, thanks Kevin for a great time.

People on the Move

- **Julia Gard** has joined the Cleveland office of Psychological Services, Inc., as a consultant.
- **Bob Gregory** is now with the Texas Commerce Bank in Houston as Senior VP of Learning and Development.
- **Pete Hudson** has moved from PDI to the Organization & Management Development Group at PepsiCo, Inc., in New York.
- **Kurt Kraiger** is now a full professor at the University of Colorado at Denver and is also the recipient of the College of Liberal Arts and Science's Service Award for meritorious service at the Department, College, and professional level.

Other priorities for me for the coming year include working to derive more value for SIOP and our members from APA and APS, the two national psychological organizations with which we are affiliated; this continues an effort begun last year by **Mike Campion**. The Long Range Planning Committee will be discussing how SIOP and I/O psychologists can have more impact on organizations and on public policy, particularly in light of the changing nature of both work and organizations and the changes we see in government and related public opinion. LRP welcomes your input on these issues.

Finally, the coming year provides us with an opportunity to celebrate and learn from our past. APA's divisional structure is now 50 years old. Division 14, our APA alter ego, is one of the original APA divisions. APA has established a Golden Anniversary of Divisions Commission. **Laura Koppes-Ratcliff** is SIOP's representative to the Commission. See Laura's article elsewhere in this issue for more information about possible Golden Anniversary activities. Members with ideas for ways we can celebrate our past, or with memories, written records, photos, or other memorabilia of the early days of Division 14, should contact Laura. Laura has also been appointed to a 2 year term as SIOP's Historian, a newly created ad hoc position. The Executive Committee, led by Wayne Camara of Long Range Planning, has been discussing for the past year the need to preserve the history of SIOP and Division 14. Laura will be taking the lead on these issues now. In 2 years a decision will be made concerning the long term status of the Historian position.

I look forward to working with all of you for a SIOP that can better serve your needs. Please contact me when you have suggestions for how we can accomplish this (phone: 814/863-1734; fax: 814/863-7002; e-mail: J5F@PSUVM.PSU.EDU).

Traveling in CyberSpace: More Internet Tools and Services, and the Intranet

J. Philip Craiger
R. Jason Weiss
University of Nebraska at Omaha

In our last Traveling in CyberSpace column, we discussed some of the ways you can use the Internet to communicate with other people. In the rush to take advantage of this newfound ease of communication, many people never learn about the vast stores of information available in the Internet. If you know where to look, you can find graphic images of fractal "landscapes," files describing grant opportunities, utilities to help your computer run faster, and games to play while you wait for everything else to download!

The first half of this installment discusses some of the facilities available for accessing remote computers and navigating through the vast reserves of available information. In the second half, we discuss the popular concept of the *Intranet*. The term was coined to describe closed corporate networks that mimic Internet functions. Intranets have generated a lot of deliberation in the popular business press in recent months, so we felt it necessary to introduce them here.

Part 1: Communicating with Computers

We've discussed the World Wide Web in great detail in past columns, and refer the interested reader to the October 1995 issue for more information. It's worth noting that Web browsers integrate a lot of the functions we discuss below. Virtually every Web browser has FTP and Gopher functions, and most allow you to link to a Telnet application on your computer. However, since these programs all existed long before the Web grew to be so popular, they are also available as stand-alone applications (i.e., separate software applications that are not incorporated into a browser) for virtually every type of computer and operating system.

FTP

FTP, which stands for *file transfer protocol*, allows you to retrieve files from a remote computer to your local computer. In addition, it allows you to put files on a remote computer. You can use FTP for several purposes. The most common use is to retrieve files from public repositories. For example, most popular computer manufacturers have public FTP sites (i.e., sites that can be accessed by anyone) from which you can download utilities and support software for your computer, as well as files containing

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- **John Morrison** has left DDI and is now a Project Manager for Aon Consulting's Houston office (Aon was formerly known as HRStrategies).

- **Brian O'Connell** has moved to GEICO in Washington, DC where he is the manager of selection systems.

- **Nancy Robinson** has joined The Harwood Group, a public issues research and innovations firm in Bethesda, Maryland.

- **Nancy Tippins** has left Bell Atlantic and moved to GTE Telephone Operations in Irving, Texas.

information on a variety of subjects. An alternate use for FTP is to transfer files back and forth between your home computer and your account at work. This permits you to avoid dragging a bunch of diskettes all over the place.

To begin an FTP session, you start the software program and type in the address of the remote computer. (Every computer in the world that is connected to the internet has a unique address, so they can be located easily. My PowerMacintosh desktop computer's address is cba308gmac.unomaha.edu.) For example, a popular remote site for all types of files is the Washington University Archive in Saint Louis. Its address is *wuarchive.wustl.edu* (for those readers desiring more precision, the "wuarchive" is the name of a computer, and "wustl.edu" is the domain name, i.e., where the computer is located.) The remote computer will respond and ask you to "log in." If you have an account on that computer, you then enter your user name and password. If not, you can enter the user name "anonymous" and use your e-mail address as your password. Due to security and resource demands, most popular FTP sites restrict the number of anonymous users at one time and only permit access to certain directories called *pub* or *public*.

Once you're "through the gates," you can navigate through the directories and locate the file or files you want. Generally, each directory has a description of its contents in a text file with *index* in the filename. The next thing to do is to transfer the file. Although some programs can make the adjustment automatically, others require you to specify if the file is *binary* or *ASCII* (text). If you download a file in the wrong format, you end up with a garbled mess. It won't hurt your computer—you just have to re-download the file in the proper format.

The original FTP program for UNIX required the use of a number of text commands that were not always intuitive. Now, however, there are plenty of excellent (and free!) packages that make FTPing fast and easy. Windows users should take a look at *WS_FTP*. *Fetch* is very popular among Macintosh users, as is *Anarchie*, a shareware package. OS/2 users have a workable FTP program built into Warp, but one of the present authors (RJW) prefers a shareware program called *Lynn's Workplace FTP*.

Telnet

Telnet takes the link between local and remote computers one step further than FTP. Using Telnet, you can run programs on remote computers as if they were on your local machine. For example, many of our colleagues use the Telnet program to connect up to the university UNIX system and check their E-mail. The E-mail program is actually running on the UNIX computer, but the Telnet program allows the local computer to be used as a terminal.

To run a Telnet session, one simply starts the Telnet program and gives it the name of a remote computer. The remote computer may be running a university information system, a database of information, a library catalog, a weather information system, or many other types of applications.

Hytelnet, an online catalog of Telnet-accessible resources, is a popular tool for locating the exact address of a given machine. Hytelnet organizes addresses by theme and by geographical location, so it is easy to quickly locate a desired site. You can use Hytelnet from many UNIX and VAX/VMS computers.

There are a number of Telnet programs available for personal computers. Freeware programs for Windows include *EWAN Telnet* and *NCSA Telnet*. Users of Macintosh computers have their own dedicated version of *NCSA Telnet* and another package called *Comet*. OS/2 fans will find a very serviceable Telnet package included in the Warp Internet Access Kit.

The World Wide Web and Gopher

Although the Web is largely responsible for the popularity of the Internet today, it is not based on a particularly new concept. Before the World Wide Web came to be, there was Gopher. Developed at the University of Minnesota (where the gopher is the school mascot), gopher servers contain information grouped into hierarchically organized lists. The lists make it easy to quickly locate the precise information you seek. As well, most Gopher servers also contain links to other Gopher sites, making it easy to find related information. Despite the rush to the World Wide Web, many organizations still have vast amounts of information in their Gopher servers.

There are several popular Gopher packages for Windows users. *WSGopher, Gopher Book,* and *Gopher for Windows* all have fans. Macintosh users are fond of *Turbo Gopher*. OS/2 Warp includes a useful gopher program.

Part 2: Intranets

Not to be confused with the Internet, an Intranet is a term used to describe Internet technologies employed within a corporate environment (JSB Computer Systems, 1996). In other words, the Internet is a network which connects computers throughout the world, whereas an Intranet is a network which connects computers within an organization. The defining property of an Intranet is that it allows employees to use existing Internet technologies within the corporate environment.

Intranets allow corporate employees to access the current documents and data, search corporate directories, and so on, exactly as they do when using their Web browser normally used to "surf the Internet." Organizations such as Federal Express, Information Week, AT&T, Domino's

A desirable factor in installing an Intranet is that it can take advantage of a corporation's existing hardware and software. Hardware and software costs, including purchase and maintenance, can be a large part of a corporation's budget. Using existing technologies allows corporations to essentially "kill two birds with one stone."

If you would like more information about Intranets, a good place to start is Netscape's homepage. The URL is: http://www.netscape.com. This site contains a number of pages (and related links) devoted to a discussion of Intranets.

Coming to Traveling in Cyberspace

Over the past year we have devoted this column to discussions of the Internet and the World Wide Web. Alas, we now feel that we've covered most topics that most of the readers will find useful. In upcoming installments of Traveling in Cyberspace we will turn out attention to the topic of computers and work. Topics will include computer-based training, electronic performance support systems, groupware, and related topics. Of course, if there is an emerging technology that we feel is useful to the readers, we will report on it. We hope you've enjoyed reading Traveling in Cyberspace as much as we've enjoyed writing it!

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Submissions Deadline

for the

1997 SIOP Annual Conference

is

September 20, 1996

Pizza, Nordic Track, and yes, even the White House, have implemented Intranets as a means of facilitating communication and disseminating information (Erlanger, 1996). Interestingly, a recent study (Derfler, 1996) by Zona Research, a marketing-research firm, estimated that in 1998 revenues from the sale of Web servers for Intranets will be four times that of sales for the Internet!

How Intranets are Used

Any type of information or activity that can be provided over the Internet can also be provided over an Intranet. According to JSB Computer Systems (1996), Intranets are being used for the following purposes.

- Corporate document publication, including resource guides, newsletters, annual reports, maps, and so on.
- Searchable directory access, in particular phone and e-mail books.
- Corporate/Department/individual homepages. Search engines can be used to find out who has a particular piece of information.
- Simple groupware applications, including sign-up sheets, surveys, and simple scheduling.
- Software distribution. Systems administrators can use an Intranet to deliver software and upgrades "on-demand."
- Mail. Although many corporations employee an e-mail system, an Intranet-based Web browser allows the transmission of not only text, but audio, video, graphics, animation, and simulation.

Intranets Reduce Costs

Intranets are growing in popularity because of the time and expense that is saved by disseminating information electronically as opposed to the traditional publishing method. Consider the cost and time associated with traditional publishing process: preparation, typesetting, production, distribution, mailing, not to mention labor costs and overhead. The total cost for even a modest report may be staggering. Complicating the matter is that the half-life of information is declining rapidly. Information that is relevant and accurate today may not hold true a week, or even a day from now. One method of reducing costs and increasing the currency of information is to make it available "on-line."

Maintaining the currency of important information is relatively simple on an Intranet. Similar to the Internet, information internal to a company can be changed very quickly and uploaded on an Intranet (we should know because we do it almost every day!). Another advantage is that information on Intranets need not be maintained by a single person or department. On the contrary, sales figures, marketing reports, financial files, and so on, can be developed and maintained within their department, a system we like to call "distributed computing."

Policy on Licensure
Society for Industrial and Organizational Psychology

Mike Campion

Background

A special task force was assembled in 1993 to reexamine SIOP's policy on licensure. A report and draft revision of the policy was published in 1995 (The Industrial-Organizational Psychologist, 1995, vol. 33, 1, pp. 12-20). Comments from the membership were collected, and further revisions were made to the policy. On April 28, 1996, the SIOP Executive Committee voted to adopt the revised policy on licensure. This revised policy reflects a 3-year effort of past presidents (Mike Campion, Wally Borman, and Paul Sackett), the State Affairs Committee (chaired by Jay Thomas), a task force, the Executive Committee, and dozens of SIOP members who took the opportunity to comment.

Preamble

Licensure of the title of "Psychologist" and/or practice of "Psychology" is restricted in many states. Industrial and Organizational Psychologists, as citizens, obey the laws in the states in which they live and work. Concurrently, it is also true that many of the work and research activities of I/O psychologists are not unique to this discipline, do not pose a threat of harm to the public, and are not subject to licensure. In accord with these principles, SIOP has formulated the following policy on licensure:

SIOP recognizes that some states require that certain areas of I/O practice be licensed. SIOP members should be allowed to be licensed in these states if they desire, and SIOP should provide guidance to state licensing boards on how to evaluate the education and training of an I/O psychologist.

In addition, many, if not most, I/O psychologists practice in more than one state from time to time. SIOP recognizes that some states require that I/O psychologists must be licensed in that state before practicing in that state. SIOP believes this is inappropriate for I/O Psychologists. Therefore, it is SIOP's position that:

A licensed I/O psychologist should be allowed to practice in another state for a reasonable period of time without having to obtain a license in that state (e.g., 60 days of professional services per year).

Practice Definition

The Model Acts of the American Psychological Association (APA, 1987) and the Association of State and Provincial Psychology Boards

(ASPPB, 1992) (these are identical) define the areas of practice which they believe are licensable as follows:

"Practice of Psychology is defined as the observation, description, evaluation, interpretation, and/or modification of human behavior by the application of psychological principles, methods, or procedures, for the purpose of preventing or eliminating symptomatic, maladaptive, or undesired behavior and or enhancing interpersonal relationships, work and life adjustment, personal effectiveness, behavioral health and mental health. The practice of psychology includes, but is not limited to, psychological testing and the evaluation or assessment of personal characteristics, such as intelligence, personality, abilities, interests, aptitudes, and neuropsychological functioning; counseling, psychoanalysis, psychotherapy, hypnosis, biofeedback, and behavior analysis and therapy; diagnosis and treatment of mental and emotional disorder or disability, alcoholism and substance abuse, disorders of habit or conduct, as well as psychoeducational evaluation, therapy, remediation, and consultation. Psychological services may be rendered to individuals, families, groups, organizations, institutions and the public. The practice of psychology shall be construed within the meaning of this definition without regard to whether payment is received for services rendered" [certain exemptions are noted, e.g., for teaching and research] (ASPPB, 1992, pp. 4-5).

Education and Training of I/O Psychologists

There is a continuing need to work with, and to educate, boards and other public bodies regarding the profession of I/O psychology. Otherwise, well-intentioned rules appropriate for health care psychologists may be adopted that are incompatible with the role, training, and work of the I/O psychologist. In this section, SIOP has recommended provisions regarding training and experience for licensing laws and regulations so these situations may be avoided.

The regulation of a profession generates the problem of identifying basic qualifications in training for members of the profession. SIOP has adopted Guidelines for Education and Training at the Doctoral Level in Industrial and Organizational Psychology (SIOP, 1985). The guidelines are specified relative to competencies rather than specific course work, reflecting the diverse paths by which I/O psychologists come into the field. Not every qualified I/O psychologist possesses every competency. Below are listed the competencies that may be considered in advising licensing boards and others as to the areas that are relevant for I/O psychology. The competency categories are based on the guidelines.

Basic Fields of Psychology (All are required)

1. Biological Bases of Behavior: (e.g., Physiological, Comparative, Neuropsychology, Sensation and Perception, Psychopharmacology)
2. Cognitive-Affective Bases of Behavior: Learning, Thinking, Motivation, Emotion
3. Social Bases of Behavior: Social, Group Process, Organizational and System Theory
4. Individual Differences: Cognitive Ability, Personality, Human Development, Abnormal Psychology
5. History and Systems: How the discipline of psychology developed and changed into its present configuration
6. Ethical, Legal, and Professional Issues: Knowledge and awareness of relevant principles and guidelines as they relate to psychology

Research Fields (All are required)

1. Research Methods: Methods, procedures, and techniques useful in the conduct of empirical research on phenomena of interest to I/O psychology
2. Statistical Method/Data Analysis: Statistical methods used in the analysis of data generated by empirical research
3. Measurement of Individual Differences: A sound background in both classical and modern measurement theories

Core I/O Fields (All are required)

1. Work Motivation: Conditions within the individual and his or her environment that influence the direction, strength, and persistence of individual behaviors
2. Organizational Theory: An understanding of the complex nature of organizations
3. Understanding Jobs and Job Performance: Job analysis, criterion development, and performance appraisal (i.e., methods of measuring and evaluating individuals as they perform organizational tasks)
4. Individual Differences in Worksettings: Identification and measurement of job related knowledges, skills, abilities, and other personal characteristics
5. Evaluating Psychological Interventions: Conducting personnel selection research, assessing the effectiveness of training, and evaluating other interventions

Additional I/O Fields

(Not all required but expectation is that there is competency in some of these fields)

1. Organizational Development
2. Attitudes

3. Career Development
4. Decision Theory
5. Human Performance/Human Factors
6. Consumer Behavior
7. Small Group Theory and Process
8. Criterion Theory and Development
9. Job and Task Analysis
10. Individual Assessment

The rationale for the list in each of the fields is as follows:

The basic fields of psychology are required for a fundamental orientation to our roots in psychology as a scientific field. The list is virtually identical to those found in the APA and ASPPB Model Acts and is consistent with most state and provincial licensing laws.

The research fields are required by the scientific approach we have adhered to in our training model. We are a scientist-practitioner field and our training must reflect these skills.

These core I/O fields reflect the basic beginnings for both the industrial and organizational areas. The list is not intended to be exhaustive but rather it embodies the major themes that have been present in the field of I/O psychology.

The additional fields of I/O psychology are a reflection of two trends. Some of the fields represent areas where I/O psychologists have made major contributions (e.g., human factors, career development, etc.), but they are not necessarily practiced very often by I/O psychologists. Other fields represent subsets of the core areas (e.g., criterion development, job and task analysis, etc.). We believe it is unreasonable to require an I/O psychologist to show competence in all of these fields, but the expectation is that individuals should be able to demonstrate competence in at least some fields.

The following recommendations are provided for how a candidate for licensure in the area of I/O psychology might demonstrate competence in the basic, research, core, and additional I/O fields:

1. Competencies can be demonstrated in a number of ways. Many will be demonstrated through formal course work as part of the doctoral program. Others may be acquired through a program of directed study under the guidance of an I/O psychologist in the course of, or subsequent to, the doctoral program. A full and detailed description of the program of directed study should be provided.

2. The applicant for licensure must have a doctoral degree in an institution of higher learning with these characteristics: (a.) The institution awarding the doctoral degree must be accredited by one of the regional accrediting associations or be a recognized candidate for accreditation within 3 years of the time the degree was conferred. (b.) The doctoral degree must be

progress on such efforts, and reviewing and commenting on any reports, and,

- Documentation of the supervised work experience in the form of a log, diary, or contemporaneously recorded notes or observations.
- Finally, SIOP recognizes and would like to encourage diversity and innovation in approaches to training I/O psychologists.

awarded by a program in which the psychological content is clearly identified as such in official catalogues, written statements by chief administrative officers of the institution, or other descriptive materials. While the program may be located in a unit other than a traditional psychology department (e.g., a college of education or business) and it may have a different official designation (e.g., educational systems or organizational behavior), the psychological nature of its course offerings must be obvious from their titles, course descriptions, or other information (e.g., syllabi, lists of readings, etc.). The most obvious non-psychology department example is the considerable number of business school programs directed by I/O psychologists and possessing curricula substantially similar to those in psychology departments. (c.) The doctoral program in psychology, organizational behavior, management, and so forth, must be an integrated, organized program as opposed to an accumulation of credits or courses.

3. The applicant should have had supervised experience. The purpose of supervised experience is to help guide the psychologist in ethical practice, in professional conduct with or within client or employing organizations, and to appreciate the impact of situational factors on interventions. These form the foundation for the recommended supervised experience guidelines:

a. An applicant will document that during the supervised work experience he/she has acquired the competencies to practice applied psychology in a professional, responsible, and ethical manner. Among the competencies which must be demonstrated are knowledge of and application of the following areas as they related to the person's field of expertise:

- Ethical principles and professional guidelines,
- Relevant state/provincial and federal laws, administrative orders, and legal procedures, and
- The organizational context in which I/O psychologists work.

b. Supervised experience in the practice of psychology must include:

- A written statement of goals of the supervised work experience and specification of the nature of the experiences,
- Time spent in professional psychological activities with or on behalf of a client,
- Supervision provided by a qualified psychologist who is responsible for the program. The supervising psychologist need not necessarily have the status of organizational supervisor, provided all relationships are made explicit.
- Professional activities conducted in a setting where a supervisor is available for consultation within a reasonable time (whether or not the supervisor is an employee of the organization),
- Supervision of work experience will include reviewing and commenting on any research or intervention designs, monitoring

Work in the 21st Century:
Implications for Performance Management

Karen E. May
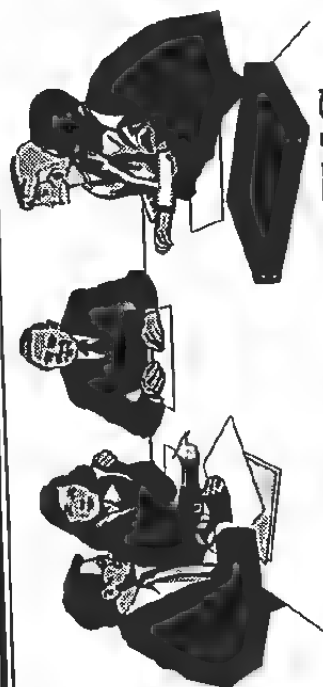
Human Resource Solutions

Performance management is a little bit like flossing. It's good for you, but it never seems to get easier, and it is the rare person who looks forward to it. It seems to help ease the pain, though, when the performance management tools seem relevant and useful to the people working with them. Accordingly, we need to understand the vast changes that are occurring in the world of work, determine the implications for the measurement and management of performance, and develop systems to facilitate those processes. In this column, I will respond to four questions designed to explore the new challenges presented to performance management.

What changes in the world of work will influence the way we evaluate performance?

Our approaches to evaluating performance are necessarily influenced by the nature of the work being evaluated. There are a number of characteristics of work that we take into account when we build evaluation systems, including (to name a few) how and where the work is performed, the outcomes associated with the work activities, whether the work can be directly observed, and the factors influencing the relationship between performance and results.

As we know, the nature of organizations and the structure of jobs are changing rapidly, and many of these changes have implications for performance management. Two examples of the many changes occurring at the organizational level are: (a) the increasing "flattening" of many companies through the elimination of layers of management, and (b) the "rebuilding" process after major organizational restructuring, through which organizations report a new or renewed commitment to specific values, such as customer service. The first trend is relevant to performance evaluation because there are fewer people in management positions to evaluate performance, those managers who remain often have responsibility for a larger number employees and often have many other responsibilities, and within flatter organizations many employees have more discretion over the way they perform their jobs, which makes it harder for a manager to recognize performance issues and problems through observation.

The second trend influences performance evaluation through the choice of factors or dimensions to be evaluated, and in some cases the choice of who participates in the evaluation. An organization that makes customer

focus a primary value will certainly want to measure how well individuals and teams are delivering on that value, and they may want to go to the "horse's mouth" and ask the customer for feedback directly.

Some of the changes related to the structure of jobs that affect performance management practices include: (a) an increase in the use of teams, (b) an increase in the number of people working from home or on the road, and (c) rapidly advancing technological knowledge. Of these three examples, the increased use of teams is probably the one we know the most about. A great deal of work has been done on evaluating team performance (for example, see Mohrman, Mohrman, & Lawler, 1992), and many organizations are developing systems that measure and reward both individuals and teams. Companies face a clear challenge in both the measurement of collective results and the willingness of employees to accept collective feedback.

Telecommuting presents a series of challenges to the observation of performance and the delivery of behavioral, timely feedback. Employees are performing their jobs in different geographic locations, and contact between employees and managers may be limited. As Murphy and Cleveland (1995) note, limited opportunity for observation and interaction may lead to a focus on outcomes and results, rather than behaviors.

Technological advances are also linked to limited observation of behavior (Hedge & Borman, 1995). Changes in technology are related to the way work is structured and performed, particularly when it makes working at home or in semiautonomous work groups possible. In addition, technological advances are occurring so quickly that it may be difficult for managers to stay abreast of those changes and be informed evaluators of performance.

What changes are occurring in terms of the aspects of performance that we measure?

Definitions of performance are changing to include more than mastery of individually assigned tasks. Many employees today work in a team environment, either as part of a work team or cross-functional team, and the team environment demands an additional set of capabilities above task performance skills. Being part of a team requires skills such as communication, conflict management, and collaboration. To the extent that these skills are critical for individual, collective, and/or organizational performance, our ability to measure them must, and will, improve.

We also see a shift toward measuring organizational fit, or contextual dimensions of performance (Hedge & Borman, 1995) where company values and/or culture determine the performance dimensions that matter (in contrast to a job-specific set of skills). To the extent that measuring these contextual or organizational factors will increase our ability to explain individual performance, we are likely to see them included in performance

management systems. As I/O psychologists, we can help link these organizational fit dimensions and values to behaviors on the job, and through that linkage, reduce the potential for unnecessary subjectivity and/or legal exposure.

How will our methods of measuring performance change?

Probably the largest methodological change in the way we evaluate performance is the shift toward the utilization of multiple raters. This advance may not have been *in response* to organizational and work structure changes, but it certainly increases our ability to create innovative evaluation systems. A multi-rater, or 360, approach provides a number of advantages to new-style organization structures. The use of multiple raters lends itself to a team environment by giving team members a vehicle for providing feedback. Additionally, a multi-rater system can be built around unique organizational structures by including internal and external customers, representatives of other organizational processes, and subordinates as raters. In organizational environments in which people move quickly from project to project, a multi-rater system enables multiple supervisors and others to provide feedback to the target employee. Despite a current debate about the appropriate uses of multi-rater feedback (developmental vs. administrative), there seems to be little doubt about the value provided by increasing the number of sources.

Another methodological advance in performance measurement is the use of electronic monitoring to "observe" performance and collect outcome or output data. This approach includes telephone, video, and computer monitoring, and is becoming increasingly available. This approach provides a mechanism through which supervisors can collect performance data even when the person performing the job is not physically close to them, but it has met with some resistance on grounds of invasion of privacy (Hedge & Borman, 1995).

How can performance management be a useful tool in the strategic management of the company?

As I/O psychologists, one of our responsibilities is delivering to organizations methods and tools for evaluating performance that are psychometrically sound and contribute to their ability to be effective. Although this role is not by any means new, the current environment of rapid change gives us the opportunity to revisit our approaches and determine if we can increase the strategic value of the tools we deliver.

I believe that in addition to preserving the measurement quality and basic integrity of performance management systems, organizations can get more out of these tools when they (a) are linked to the strategic goals of the company, (b) reinforce organizational changes, (c) reinforce organizational

Why I'm Proud To Be An I/O Psychologist

Mike Campion

I'm proud to be an I/O Psychologist because:

- We strive to do research that is both practically and scientifically meaningful.
- I can tell managers and executives that there is a whole body of science behind my recommendations.
- I can tell students that what we teach is practically useful in the real world.
- We are as much at home in the board room as in the class room, and every room in between.
- We are skeptical of the latest management fads, and we require proof that something works before we believe it.
- Our knowledge is built on a foundation of nearly 100 years of research.
- We are idealists. We seek perfection and improvement of the world of work.
- We are pragmatists. We try to have an actual impact on organizations, and we realize the practical constraints of the real world.

I'm proud to be an I/O Psychologist because:

- We collect and analyze data. Our conclusions are based on facts.
- We develop and use theories to summarize our knowledge and generalize them to new situations.
- We make predictions about the future. We don t just seek to explain things after the fact.
- We attempt to change things rather than just explain them.
- We try to prove that our programs and interventions are worthwhile.
- We help enhance the effectiveness of organizations. We try to increase the job performance of individual employees and groups, as well as the efficiency of the organization as a whole.
- We are concerned with the welfare of the worker as well the organization.

Consider, for example, all of our research in areas such as job satisfaction and attitudes, career development, work-family issues, fairness and justice, job stress, safety, training, rewards, ethics, and so on.

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values, (d) function as a communication tool between people, (e) provide valuable developmental information, and (f) are part of an integrated human resource system.

In the next issue of TIP, this column will address issues related to implications for compensation practices. Contact Karen May with your ideas and/or papers at Human Resource Solutions, 61-F Avenida de Orinda, Orinda, CA 94563, Phone (510) 253-0458, Fax (510) 253-9432, or e-mail HRS2000@ix.netcom.com.

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Future SIOP Annual Conference Locations & Dates

Year	Date	Location	Hotel
1997	Apr 11-13	St. Louis, MO	Adam's Mark
1998	Apr 24-26	Dallas, TX	Loews
1999	Apr 30-May 2	Atlanta, GA	Marriott
2000	Apr 14-16	New Orleans, LA	Hyatt
2001	Apr 20-22	San Diego, CA	Sheraton

most of us feel compelled to work extremely hard ourselves. That is probably why it seems like an oxymoron to think of a lazy I/O Psychologist.

Finally, I'm proud to be an I/O Psychologist because of all the wonderful people in this profession. As Ben Schneider said a few years ago in his presidential speech, "the people make the place."

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I'm proud to be an I/O Psychologist because:

• I can tell my kids that I design systems that help ensure that the most capable and motivated people will get the good jobs, and that bias and discrimination are eliminated.

• We develop training programs so that employees can acquire the skills to perform their jobs effectively and feel a sense of accomplishment.

• We develop pay systems that ensure that people are paid fairly and equitably.

• If we want to, we can help design jobs, teams, and organizations to maximize both satisfaction and efficiency.

• We develop performance appraisal systems that ensure that the most meritorious employees are identified and rewarded. Hard work will pay off, if we have anything to do with it.

• I can tell my mother that we make sure workers are happy. We draw management attention to employee morale and help enhance employee job satisfaction, commitment, and the quality of their working life.

• We construct management development programs that help ensure the future leadership of our organizations.

• We design career development systems that help people reach their full potential.

• We are concerned with employee stress, and we try to understand and lessen that stress through our research and our interventions. We will help

• We help develop and transform entire organizations. We will help lead America to a prosperous 21st century.

I'm proud to be an I/O Psychologist because:

• We are highly educated. Most of us have PhDs, which is the highest educational degree offered in our country.

• Our education combines the free-thinking of liberal arts and the disciplined-thinking of science.

• We willingly share our knowledge with each other and with those in other organizations and occupations. This is not true of all professions.

• Most of us do volunteer work for our profession at one point or another in our careers, if not regularly.

• We look for what is of value, not just for what is wrong. We are critical of each other's work, but it is for the purpose of the improvement of that work and the improvement of the field. We recognize and reward excellence.

• Most of us are very hard working, and our behavior is guided by higher-order principles and standards. Perhaps because we study work motivation and strive to increase the job performance of others,

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The Commentators Speak:
Emerging Trends in the Legal Analysis of Affirmative Action

Stan Malos, J.D., Ph.D.
San Jose State University

In the last issue of TIP, I suggested that the controversy over affirmative action would likely continue to heat up. That prediction has proven to be something of an understatement. In a ruling that will probably force the Supreme Court to reconsider the affirmative action issue during its next session, a federal appellate court recently struck down on equal protection grounds an admissions policy at the University of Texas law school which gave preference to black and Hispanic applicants (*Hopwood v. State of Texas*, U.S. App. LEXIS 4719, 5th Cir, March 1996). Although the appellate court's order to eliminate affirmative action-based admissions in Texas has been stayed pending further appeal, various proposals to end affirmative action are getting serious attention in state legislatures, public university governing boards, and grass-roots initiatives in Arizona, Pennsylvania, and Washington, respectively. Meanwhile, California has continued to serve as a lightning rod for affirmative action issues: the California Civil Rights Initiative (which would ban preferential treatment based on race, sex, color, ethnicity, or national origin) made it onto the fall ballot in March, a bill passed the Judiciary Committee of the state assembly in April which would impose *criminal* liability on any college or government official granting a racial or gender preference, the Clinton administration came under fire for awarding a $3.2 million contract through the Commerce Department's Minority Business Development Agency to a Los Angeles firm known to be running a huge operating deficit and carrying nearly $1 million in unpaid tax liens, and a San Francisco Bay Area county government stunned local affirmative action specialists and EEOC officials by disclosing the existence of–and its failure to meet–hiring goals for whites and males as part of its affirmative action plan.

Although it is important to remain apprised of these and other affirmative action developments on executive, judicial, and legislative fronts, it may also be helpful, in attempting to make more proactive sense of the affirmative action landscape, to examine the comments of legal scholars with respect to trends in the analysis of affirmative action. This article provides the reader with guidance in that process by digesting recent law review commentaries which address important aspects of affirmative action. These aspects include affirmative action implications of the Civil Rights Act of 1991, the Supreme Court's 1995 decision in *Adarand*

Constructors, Inc. v. Pena, reverse discrimination, the Glass Ceiling Initiative, and the relationship of employment tests to the economic "efficiency" of affirmative action plans (AAPs). An overview of other elements of the affirmative action debate can be found in Terpstra, *Affirmative Action: A Focus on the Issues*, 46 Lab. L.J. 307 (1995).

Affirmative Action Implications of the Civil Rights Act of 1991

An excellent starting point for gaining a broader perspective on the legal analysis of affirmative action can be found in Munro, *The Continuing Evolution of Affirmative Action under Title VII: New Directions after the Civil Rights Act of 1991*, 81 Va. L.Rev. 565 (1995). This article demonstrates that, contrary to popular belief, the CRA of 1991 did not provide clear support for affirmative action. Rather, passage of the Act at best served to maintain, but not codify, previous law on affirmative action, which remains highly subject to ongoing judicial revision. The article points out that a core of current Supreme Court justices disfavors affirmative action, which often "unfairly squeezes employers between the competing demands of disparate treatment and disparate impact law" (81 Va. L.Rev. at 574; the latter theory is typically used by protected class non-members to challenge affirmative action programs).

Munro's article also explains how the debate surrounding the use of quotas in AAPs ultimately left the Act ambiguous and contradictory with respect to race-based preferences in employment. A primary focus of the debate involved elements of disparate impact liability, including the definition of "business necessity" for use in defending employment practices which have a disparate impact, and whether quotas would be required in practical terms to avoid such liability. Nevertheless, the definitions which ultimately appeared in Section 104 of the Act failed to define either business necessity or job relatedness, and left the courts with broad interpretive discretion, notwithstanding Section 105's stated intent to revert to the law as it had existed prior to the Supreme Court's 1989 *Wards Cove* decision. In addition, Section 106's prohibition against "race-norming" of employment tests (adjustment of scores along racial lines) made it more likely that employers with demographic imbalances in their workforces would be forced to adopt outright racial preferences, which are increasingly subject to reverse discrimination attack. Even Section 116's "simple, direct" language that nothing in the Act "should be construed to affect affirmative action [programs] that are "in accordance" with the law" carries the implied caveat that not all such programs are legal. Rather than explicitly validating or preserving programs that are "in accordance," this language leaves the propriety of individual AAPs up to the courts. In sum, Munro argues, these sections of the Act "produce a decidedly muddled picture of congressional intent...[courts] may discern a curious 'canceling out' effect among the relevant sections." The author maintains that failure

of the Act to support affirmative action was a result of conservatives' success in framing the debate as one about quotas, and that, "in their rush to define the Civil Rights bill as anti-preference legislation...supporters of affirmative action were the chief source of the provisions that 'cancel out' the proaffirmative action sections" (81 Va. L.Rev. at 599-601).

Munro's article concludes with an interesting proposal for replacing racial preferences with economic disadvantage preferences, a proposal that might bear consideration should the subject of affirmative action be legislatively revisited in the future. A principal goal of affirmative action is to reapportion jobs and wealth such that the economic position of minorities becomes roughly equal to that of whites. Because economic status correlates significantly with race, this goal can be more directly (and less controversially) accomplished by an economic, rather than a racial, approach. Economic issues in the context of affirmative action are addressed further below.

Adarand Constructors, Inc. v. Pena: The Supreme Court's Decision in Historical Perspective

As discussed in the previous issue of TIP, the U.S. Supreme Court in *Adarand Constructors, Inc. v. Pena*, 115 S.Ct. 2097 (1995) held that federal affirmative action programs that use racial and ethnic criteria as bases for decision making are subject to strict judicial scrutiny. This standard requires that an AAP be "narrowly tailored" to effectuate a "compelling government interest." Successful defense of an AAP under this standard typically requires either specific evidence of past discrimination caused by the program which the AAP seeks to redress or a "manifest imbalance" between the makeup of an organization's work force and that of the local labor pool, *and* a showing that the rights of non-minorities have not been "unnecessarily trammeled" (*Kaiser Aluminum and Chemical Corp. v. Weber, 443 U.S. 193, (1979)*).

When read in context with previous Supreme Court affirmative action cases that have avoided explicit reliance on race-based discourse (see Winkler, *Sounds of Silence: The Supreme Court and Affirmative Action*, 28 Loyola L.A. L.Rev. 923, (1995)), the *Adarand* decision may merely represent further evidence that the law on affirmative action will continue to be rewritten judicially in the absence of legislative attempts to fill the statutory void left by the Civil Rights Act of 1991. Nevertheless, pending further action on *Hopwood*, *Adarand* remains the Supreme Court's latest pronouncement in the affirmative action area. Insights into the implications of the decision can be gleaned from Robinson, Fink, and Allen, *Adarand Constructors, Inc. v. Pena: New Standards Governing the Permissibility of Federal Contract Set-Asides and Affirmative Action*, 46 Lab. L.J. 661 (1995), and Welsh, *Adarand Constructors, Inc. v. Pena: A Forecast for En-*

First, it is important to clarify what the *Adarand* decision does and does not do with respect to existing law. As Robinson et al., point out, prior to *Adarand*, there were two different standards with respect to state or local racial classifications on one hand, and those in federal affirmative action and set-aside programs on the other (46 Lab. L.J. at 665). The former were held to strict judicial scrutiny before *Adarand*, as they still are; all such classifications were conclusively presumed to be invidious by their very existence. The latter (federal) classifications, however, were presumed to be "benign," and were thus held only to "intermediate" scrutiny (i.e., only had to serve a "significant" government purpose, rather than a "compelling" one; *Metro Broadcasting v. FCC*, 497 U.S. 547 (1990)). *Adarand* brings these two standards into alignment; federally imposed preferential treatment is still allowable, but only under more exacting standards of judicial review. Robinson et al. predict that most federal programs will be able to meet the compelling government interest test, but are more likely to run afoul of the "narrowly tailored" language, which requires that race-neutral alternatives be considered and found unworkable before race-based programs can be permissibly implemented (46 Lab. L.J. at 667).

Next, it is important to determine what the *Adarand* decision forecasts with respect to future changes in the law applicable to AAPs. In this regard, interested readers may find Welsh's analysis illuminating. This article was written while the *Adarand* case was pending, but its thorough analysis of prior judicial decisions, speeches, and writings of individual Supreme Court justices enabled the author to correctly predict the increased scrutiny now applicable to federal AAPs. Welsh observes that at least one Justice (Stevens) appears likely to focus on the characteristics shared by members of a disadvantaged class (e.g., socio-economic, rather than racial ones) that justify the use of AAPs. This analysis may open the door for economic-based classifications to supplant more objectionable race-based classifications (as Munro proposes), in order to prevent complete abolishment of AAPs. It is interesting to note here that economic classifications need only survive the more lenient "rational basis" standard of review, under which classifications need only be shown to be rationally related to a "legitimate" (as opposed to "significant" or "compelling") government interest to survive constitutional scrutiny.

Affirmative Action and Reverse Discrimination

It has been estimated that almost two thirds of the population (women and minorities) are entitled to preferential treatment under affirmative action, while the other third (white males) are not (see Terpstra, 46 Lab. L.J at 308; Kandel, 21 Empl. Rel. L.J. at 114). It is thus not surprising that

reverse discrimination cases have received increasing attention over the last several years, and reflect pressure to modify the force of existing AAPs. The number of race-based discrimination charges filed with the EEOC by white males increased from just over 1,200 in 1990 to about 1,400 in 1993-1994 (an average of about 4.4% of all race-based complaints), and the number of gender-based discrimination charges filed by white males increased from just over 3,000 to almost 4,400 over the same period (an average of almost 18% of all gender-based EEOC complaints). As noted in Kauffman, Miller, and Ivey, *Affirmative Action and the White Male in America*, 46 Lab. L.J. 692 (1995), a number of recent court cases (many of which coincidentally involve law enforcement agencies) have found that affirmative action plans impermissibly infringe upon the rights of protected class non-members with respect to organizational practices including selection, promotion, and reductions in force. These include *San Francisco Police Officers Association v. San Francisco*, 812 F.2d 1125 (9th Cir. 1987; racial and gender preferences in employment testing "unnecessarily trammeled" interests of white males), *Hayes v. North State Law Enforcement Officers Association*, 10 F.3d 207 (4th Cir. 1993; promotion of black officers ahead of higher ranking white officers pursuant to outdated and unjustified quotas in court-ordered consent decree held improper), *Detroit Police Officers v. Young*, 989 F.2d 225 (6th Cir. 1993; promotional affirmative action plan terminated after 19 years when found to provide preferential treatment for current minorities who had experienced no actual discrimination, and to work excessive hardship on non-minority candidates), and *Britton v. South Bend Community School Corporation*, 35 EPD No. 34,777 (1987; white teachers impermissibly laid off over less senior black teachers pursuant to planned RIF). It appears from these and other cases that courts have had increasing difficulty finding circumstances under which the "trammeling" of the interests of non-minorities is in fact "necessary," and there is every reason to expect this trend to continue after *Adarand*. For assistance in making further sense of trends in reverse discrimination cases, and an illustration of the importance of utilization analyses in helping organizational practitioners "comprehend the razor's edge that they must walk between affirmative action and reverse discrimination," see Robinson, Seydel, and Sloan, *Reverse Discrimination Employment Litigation: Defining the Limits of Preferential Promotion*, 46 Lab. L.J. 131 (1995).

The Status of the Glass Ceiling Initiative

In a sense, current developments with respect to the Glass Ceiling Initiative can be seen as a counterpoint to those regarding reverse discrimination. Conclusions presented in a March, 1995 report of the 21-member, bipartisan Glass Ceiling Commission created pursuant to Section 203 of the Civil Rights Act of 1991 are discussed in Kandel, *Affirmative*

Action and the Glass Ceiling: Contract Compliance and Litigation Avoidance, 21 Empl. Rel. L.J. 109, 114 (1995; the report is entitled "Good for Business: Making Full Use of the Nation's Human Capital" and is available—all 250 pages of it—from the Labor Department). A principal impact of the report was to focus debate on eliminating "barriers to full and fair competition in the workplace [and to] finding the best person for the right job." This focus has important implications with respect to the economics of AAPs, as discussed further below, and would appear to favor affirmative action insofar as it would serve to enhance more inclusive consideration of qualified individuals for jobs at all levels of an organization. Meanwhile, according to the Commission's report, among top executives at *Fortune* 500 and *Fortune* 1000 industrial companies, 97% are white, 95% are men, and pay and promotion disparities remain even where women and minorities have been able to gain access to fast tracks or executive suites. The report advocates merit-based solutions rather than race- or gender-based quotas, and urges that glass ceiling initiatives not exclude white non-Hispanic men. As Kandel notes, "it is altogether sensible that initiatives undertaken to reduce turnover and enhance upward mobility of women and minorities be equally applicable to white males. Besides spreading the benefits of worthwhile programs throughout its workforce, the 'inclusive' employer thereby reduces or eliminates the 'white male anger' which can otherwise undermine such affirmative efforts" (21 Empl. Rel. L.J. at 115). Kandel also observes that program inclusiveness (availability to whites as well as minorities) was a major factor saving the affirmative action skills training program in *Weber* (443 U.S. 193) from a finding that it had violated Title VII.

Employment Tests and the Economic Efficiency of AAPs

The Glass Ceiling Commission's focus on eliminating barriers to full and fair competition for upwardly mobile jobs relates directly to the issue of economic efficiency of AAPs. As Kandel makes clear, the Commission's report emphasizes "competition for jobs, not social engineering or moral worth. To the extent that workforce 'diversity' is advocated by the Report as a desirable goal, it is not as an end in itself, but as a means to help U.S. enterprises in worldwide competition which requires multilingual, multicultural adeptness" (21 Empl. Rel. L.J. at 114). A thorough analysis of more fundamental economic issues in this context can be found in Michael Selmi's article, *Testing for Equality: Merit, Efficiency, and the Affirmative Action Debate*, 42 UCLA L.Rev. 1251 (1995). This article is important reading for those interested in relationships among employment tests, affirmative action, discrimination, and productivity.

Professor Selmi's article begins by challenging two assumptions which have persisted through much of the affirmative action debate: that lesser
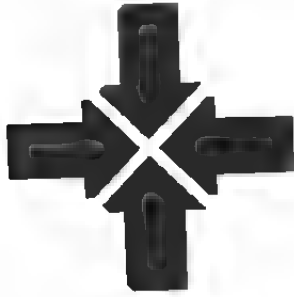
qualified (or unqualified) individuals will be necessarily selected over more qualified individuals pursuant to AAPs, and that a negative relationship therefore must exist between affirmative action and workforce productivity. Selmi debunks these myths by demonstrating that the often-minor differences between employment test scores of the "most qualified" candidate and those of the affirmative action candidate in reverse discrimination cases are typically only weak predictors of potential differences in future productivity. Selmi further argues that discrimination is economically inefficient, and that voluntary AAPs can actually be rational employer responses to the persistence of employment discrimination. Selmi contends that AAPs can alter workplace incentives so as to increase effort, and thus productivity, among both protected class members and non-members.

In support of these arguments, Selmi provides evidence from a number of studies to show that AAPs have not been linked to significant productivity losses. The author then utilizes principles regarding the standard error of measurement and true scores to show that test score ranking differentials in actual reported cases are virtually meaningless from both practical and statistical points of view. With regard to productivity, Selmi presents an economic analysis to show that a more competitive environment can be created through AAPs by increasing the perception of opportunity in the workplace for groups that might otherwise be discouraged from participating at optimal levels. This analysis dovetails nicely with Kandel's point about global competition, and the potential contribution of glass ceiling and other affirmative action initiatives for U.S. companies to develop "multilingual, multicultural adeptness" in order to compete effectively in the international marketplace.

Summary and Conclusion

From these articles, it seems reasonable to conclude that race-based affirmative action will continue to draw fire for practical as well as political purposes. If the goal of affirmative action is to reapportion jobs and wealth such that the economic position of minorities comes to more closely resemble that historically occupied by non-minorities, then race-based affirmative action programs are both under inclusive (many economically disadvantaged individuals are not minorities) and over inclusive (many minorities are not economically disadvantaged). An affirmative action system of socioeconomic preferences to supplant the current system of race-based preferences therefore makes sense. Whether proposals to institute such a system can fare well in today's political climate remains to be seen. All indications are that trends toward the erosion of affirmative action exemplified earlier in this article are likely to continue. Armed with the insights of these commentators, it should be interesting to make our own predictions.

Reminiscence

Victor Vroom

The event takes place at McGill University in the academic year 1953-1954. I was a student in a master's level program in Industrial Psychology. The head of the program, and the only industrial psychologist there was, **Edward Webster**, was beginning his influential studies on the employment interview.

To earn some extra income I accepted a job as administrative assistant for the Personnel Testing Institute–a 2 or 3 day workshop held several times a year for employment managers from the Montreal area. The principal faculty person conducting these workshops was Joe Tiffin, whose book *Industrial Psychology* was very popular at the time. At one of these workshops, Tiffin's place was taken by **Chuck Lawshe**. I found him most impressive. While the materials used were the same as Tiffins', the entire workshop was carried off with much more grace, style and humor than I had previously encountered among my professors. One of my tasks was to pick Chuck up from the local airport and I was always taken with his personal charm and interest in me–a lowly graduate student.

A year or so later I decided that a doctoral degree was necessary if one was to seriously pursue work in industrial psychology. Since McGill did not offer a Ph.D. in that field, I applied to a number of schools including Purdue, based in no small part on my high regard for Chuck Lawshe.

Alas, Purdue turned me down! Fortunately I had better luck with Illinois, Ohio State, and Michigan. I accepted Michigan in part because of a new program they were starting that year called "Organizational Psychology."

Erich Prien waits to accept the award for Distinguished Professional Contributions.

Mike Campion happily completes his presidential year by turning over the gavel to incoming President Jim Farr.

Steffanie Wilk and Dan Cable both receive S. R. Wallace Dissertation Awards from Angelo DeNisi.

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San Diego Scenes

Hallways buzzed with the happy sounds of reunited colleagues and budding friendships.

The Sheraton was as impressed with our group as we were with the hotel and staff. We're coming back in 2001.

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Katherine Klein, 1996 Conference Chair, enjoying a rare, peaceful moment. There were 2,005 people registered for this year's conference.

Bob Morrison, Charles deWolff and Paul Thayer are all smiles as they gather to talk shop in one of the conference's many impromptu discussions.

Lois Tetrick, SIOP Program Chair, has much to smile about with the program running so smoothly.
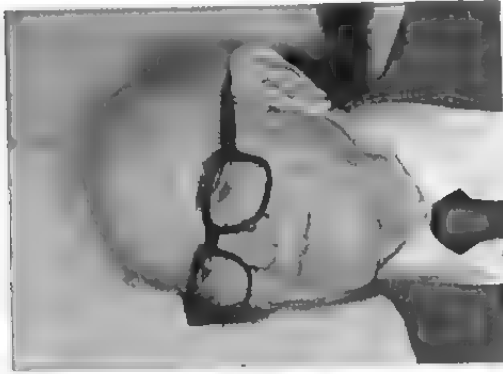
Fred Fiedler listens as his citation for the 1996 Distinguished Scientific Contributions Award is read.

The Conference luncheon on Saturday—more than 1,300 psychologists in one room! Good planning kept everything on time.

A Practical Approach to Understanding the Effects of Continuous Downsizing

Mark S. Nagy
Radford University

There once was an owner of a professional football team who wanted to make more money. Now, this wasn't one of your conventional sports owners, who threatens to move (or actually does move) his team in order to get lucrative pay backs from government officials. No, this owner had class–. he didn't feel it was right for the populace to fund his extravagant business. Instead, he decided to downsize his roster of players.

Now, this may seem strange, but the owner was only doing what everyone else was doing in the business world. You see, the owner couldn't understand why his roster had one and sometimes two players acting as backups to the stars. Clearly this was a case of corporate fat, so many of the backups had to go. It was a tough decision, but one that was necessary to keep the football team profitable. Plus, the owner believed that the players retained may try even harder so they wouldn't lose their jobs. Of course, investors on Wall Street thought the owner was a genius, and rushed out to buy all of the team's apparel.

Over time, the owner had realized that he must have made a mistake. You see, his football team wasn't nearly as productive or, more importantly, as profitable as he had envisioned. The owner's mistake was, of course, not cutting enough fat from the rosters. So, he announced more cuts. For instance, the kicker would have to be someone who could punt *and* kick field goals. In addition, the team would cut all backups with the exception of three players on offense and defense. These would be special players, the owner declared, capable of filling in at any position on the football field should a star get hurt. Sure, he admitted, some of them didn't have experience at all positions, but they could learn them and perform those duties in a pinch. Plus, he surmised, maybe the remaining players would try even harder so they wouldn't lose their jobs. Investors on Wall Street again saw the brilliance of this strategy, anxiously anticipating the returns they would get when scalping their playoff tickets.

Unfortunately, things didn't go the way the owner had predicted. Despite having nearly half as many players as he had when he began downsizing, the team was not any more productive nor as profitable as before. In fact, the team was losing money. It seemed that the cutbacks had hurt the team's morale, and the persistent losing had turned off his customers, the fans, who stayed away from attending games. Instead, they began rooting for other teams that seemed committed to winning, teams that stocked their rosters full of players who could punt, kick, and backup at

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Golden Anniversary of Division 14

Laura Koppes-Ratcliff

The American Psychological Association will be celebrating the Golden Anniversary of its Divisions beginning at the 1996 Annual Convention in Toronto. The Society for Industrial and Organizational Psychology was one of the original divisions created during 1946. Division 14 members can celebrate the anniversary by participating in APA activities as well as division sponsored activities. APA activities are being organized by a four-member Commission consisting of Jean Carter, Don Freedheim, Sam Cameron, and Tom Miller. The celebration will begin with a Golden Anniversary Kick-off Session, to be held on Sunday, August 11, 1996, from 2:00-2:50 p.m. in Room 202B of the Metro Toronto Convention Center. Jean A. Carter, Ph.D., will chair the session. Raymond D. Fowler, Ph.D., will speak on the The Vital Partnership: The Divisions and APA; Ludy T. Benjamin, Ph.D., will speak on The Specialization of Psychology: The Origins of APA's Divisions. Several activities will be held throughout the year, while many others will occur during the 1997 convention in Chicago. The Monitor will run a series of articles on issues related to divisions. For the 1997 convention, the Call for Programs will include information about the Golden Anniversary. Also, a plenary session and an APA-wide dance to celebrate the anniversary of the divisions are being planned. Additional activities will be published in The Monitor and the convention program.

Division sponsored activities will also be held throughout the year and at the 1997 SIOP convention in St. Louis. The purposes of these activities are to acknowledge and celebrate the work of our division, honor our leadership, record historical activities, recognize eminent members, highlight the division's role in APA, and stimulate interest for new members. Division sponsored activities are currently being planned; ideas or suggestions for celebrating our 50 year anniversary from SIOP members would be welcomed. In addition, any information on the history of the division, past officers, eminent members, and division memorabilia would be appreciated.

If you would like to be involved with the planning and organizing of the celebration, and/or if you have any suggestions and information, please contact: **Laura Koppes-Ratcliff, Division 14 Representative, APA Commission, Tri State University, School of Business, 300 S. Darling St, Angola, IN 46703. Telephone: 219-665-4183; FAX: 219-665-4830; e-mail: ratcliff@vax1.tristate.edu**

every position. These teams were winning, and winning is fun. Even the investors on Wall Street turned their backs on the owner, for the team had no hope of making the playoffs and thus offered them no returns when scalping their tickets.

Sadly, the owner had gone too far. What seemed like such a good idea had turned into a nightmare. Now, with the advantage of hindsight, he realized that no team could ever be successful in the long run with so little support. Yet it was too late. His team was worthless and no one wanted to put the effort into restoring the fans' confidence in the franchise. With no one willing to buy his team, the owner declared bankruptcy, and the team folded.

Clearly, such a team would never be successful in the long run. Yet, everyday, organizations announce they are cutting jobs in an attempt to become more profitable. Sure, a football roster with four and five backups at every position would be excessive, and cutting the roster down would be warranted. But at some point, the cuts can go too far. Just like the football analogy above, cutting employees to cut costs will eventually result in lower organizational performance. Yet, immense companies like AT&T, Citicorp, and Eastman Kodak continually announce employee cuts in an attempt to gain profits and the confidence of Wall Street. At some point, it must be recognized by top executives and Wall Street investors that continuous downsizing does more harm than good. Until this occurs, however, the annual announcements of employee reductions from large corporations will continue.

APA PROGRAM COMMITTEE REPORT
Toronto, August 9-13, 1996

John R. Hollenbeck, Program Chair

The APA Program Committee has completed the majority of its work for the 1996 meeting in Toronto. The Division 14 Program Summary follows. This shows the symposia, panel discussions and invited speakers. In addition, there will be close to 40 posters presented at this year's APA meeting, and the titles and lead authors associated with those posters are also shown. Many thanks to my APA Committee Members, **Jim Austin, Jose Cortina, Cynthia McCauley, Deniz Ones, Jeff Schneider, and Steffanie Wilk** for helping to put together such an exciting program.

DIVISION 14 PROGRAM SUMMARY
SUNDAY, AUGUST 11, 1996

9:00-10:50   Room: 201D

Symposium: Time Orientation and Work

Chairs: Therese Hoff Macan, University of Missouri-St. Louis and
Jeffrey M. Conte, Pennsylvania State University

Participants:

Jeffrey M. Conte, Pennsylvania State University. *Meta-Analysis: Time Orientation and Work Outcomes*

Dale B. Tuttle, Michigan State University. *Measuring Individuals' Temporal Orientation*

Thomas E. Slocombe, Chapman University. *Polychronocity: A Fundamental Organizational Characteristic*

Yet Mee Lim, Alabama State University. *Time Urgency and Work Unit Time Orientations.*

Discussant:
Therese Hoff Macan, University of Missouri-St. Louis

10:00-11:50   Room: 205C

Symposium: Responses to Sexual Harassment: A Multiple Perspective Approach

Chair: James M. Schmidtke, University of Illinois

Participants:
Elissa Perry, Carol T. Kulik and James M. Schmidtke, University of Illinois. *Blowing The Whistle: Determinants of Responses to Sexual Harassment*

Deborah Erdos Knapp, Cleveland State University, Robert H. Haley, Kent State University, Steven E. Ekeberg, Cleveland State University, and

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Cathy L.Z. Dubois, Kent State University. *Determinants of Target Responses to Sexual Harassment*

Kimberly T. Schneider, University of Texas. *Bystander Stress: Effects of Sexual Harassment on Co-Workers*

Jennifer Janning, Jillian Avery, and David Hofmann, Purdue University. *Effects of Evaluator Personality on Judgments of Sexual Harassment*

1:00-1:50   Room: 104D

Invited Address: Bruce Moore, Ph.D., University of Arkansas-Little Rock: Division 14's First President
Chair: Jeffrey M. Conte, Pennsylvania State University
Speaker: James Farr, Pennsylvania State University

3:00-4:50   Exhibit Hall   **Poster Session**

Participants:

Catherine S. Daus, Southern Illinois University. *Coping at Work: Personality Differences*

Deborah Whetzel, Daniel B. Felker, and Kristen M. Williams, American Institutes for Research. *A Comparison of the Effectiveness of Satellite and Classroom Training*

Catherine A. Loughlin and Julian Barling, Queen's University. *Employment Volition and Organizational Attachment Among Full and Part-time Workers*

Wayne Lehman, Texas Christian University. *A Measure of Tolerance for Workplace Drug Use*

Jack W. Wiley and Scott M. Brooks, Gantz Wiley Research. *Employee Opinions, Customer Service, and Sales in a Retail Organization*

Kimberlea A. Baron, Ramona Bobocel, and Nicole Whyte, University of Waterloo. *Fairness Reactions to a Layoff Situation*

Alison M. Trinkoff and Carla L. Storr, University of Maryland School of Nursing. *Working Conditions, Hazardous Exposures, and Substance Abuse Among Nurses*

Darby V. Settles and Sebastiano A. Fisicaro, Wayne State University. *Performance Evaluation: The Impact of Temporal Delay on Contrast Effects*

Len W. Slivinski, Francois Ducharme, Malcolm Chadwick, Darlene A. Worth Gavin, Audrey Lorimer, Robert McSheffrey, Jennifer Miles, and Glen Morry, Public Service Commission. *The Wholistic Competency Model*

Darlene A. Worth-Gavin, University of Ottawa. *Early Career Retention Among Undergraduate Degree Holders in Science and Technology*

Scott A. Gustafson, Riverbend Mental Health Services, and David S. Hargrove, University of Mississippi. *Cognitive Processes as Dispositional Factors in Work Adjustment*

Paul G. Rossmeissl, Hay Management Consultants. *Comparison of Alternative Format Behavioral Assessment Forms*

Robert T. Tett, University of Central Florida. *A New Look at Cross-Exercise Consistency in the Assessment Center*

Danielle M. Adams, Lillian T. Eby, and Joyce E. A. Russell, University of Tennessee. *The Impact of Implementing Teams on Attitudes, Effectiveness and Customer Satisfaction*

Thomas E. Briggs, Boris Baltes, Joseph W. Huff, Julie A. Wright, and George Neuman, Northern Illinois University. *Alternative Work Schedules: A Meta-Analysis*

Louis C. Buffardi, Carol J. Erdwins, Jennifer L. Smith, and Marcia Muirhead, George Mason University. *Work Attitudes and Role Strain of Single Versus Married Parents*

Arno R. Kolz, Jeanine A. Hanratty, Manhattan College, and Elizabeth B. Manibay, College of Mount St. Vincent. *The Impact of Future Prospects and Discrepancies on Escalation Behavior*

C. Ward Struthers, Bernard Weiner, University of California at Los Angeles, and Keith Allred, Columbia University. *Causal Attributions and Personnel Decisions: A Social Motivation Perspective*

Todd M. Manson and Edward L. Levine, University of South Florida. *Construct Validity of Task Inventory Ratings: A Multi-Trait-Multi-Method Analysis*

Stephane Brutus and John W. Fleenor, Center for Creative Leadership. *Methodological Distinctions in 360-degree Feedback Research*

Lynn K. Bartels and Daren K. Blakenship, Southern Illinois University. *The Impact of Job and Disability Type on Qualification Ratings*

Michael F. Pollick, and V.K. Kumar, West Chester University of Pennsylvania. *Creativity Styles of Supervising Managers*

Ronald J. Burke, York University. *Predicting Customer Service Perceptions*

John W. Fleenor and Stephane Brutus, Center for Creative Leadership. *Self-Other Agreement as a Moderator of Validity*

Charles E. Cunningham, Christel Woodward, John McIntosh, McMaster University, Bonnie Lendrum, and David Rosenbloom, Chedoke-McMaster Hospitals. *Readiness for Organizational Change: Workplace, Interpersonal and Psychological Correlates*

Horia D. Pitariu and Horia A. Pitariu, Universitatea Babes-Bolyai. *Personality and Job Performance: Prediction of Managerial Success*

Jeffrey A. Smith and Neil M.A. Hauenstein, Virginia Tech University. *A New Legal Climate for Sexual Harassment Litigation*

Thomas J. Braun, University of Southern Mississippi and Seth Zimmer, SBC Communications. *Using Personality to Predict the Contextual Performance of Sales Representatives*

Angelika D. Reiss, Deniz S. Ones, University of Houston, and Chockalingam Viswesvaran, Florida International University. *Big Five Personality Dimensions and Expatriate Completion*

Mathew S. O'Connell, Select International. *Improving In-Basket Reliability and Validity by Limiting Assessor Judgment*

Lois E. Tetrick, Nancy DaSilva, University of Houston, and Robert R. Sinclair, University of Tulsa. *Relations of Physical and Psychological Risk Perception with Sensation Seeking*

Michael Barbier, Thomas Mitchell, and Margaret T. Potthast, University of Baltimore. *The Influence of Employee Perceptions of Management Commitment to TQM on Intrinsic Motivation*

Patrick W. Giannetto, County of San Diego, Mark H. Blankenship, Mitchell International, Steven J. Cesare, County of San Diego, and Richard C. Sorenson, California School of Professional Psychology. *The Effects of Age and Self-Efficacy on Training Performance in an Applied Setting*

Matthew S. Montei, Debora R. Mitchell, and John C. Howes, Sprint Corporation. *Using Telemedia to Facilitate the Administration of Multi-level Feedback*

Christina Sue-Chan, Gary P. Latham, and Brenda A. Perry, University of Toronto. *Factors Underlying the Validity of the Situational Interview*

David B. Peterson, Seymour W. Uranowitz, and Mary Dee Hicks, Personnel Decisions Inc. *Management Coaching at Work: Caring Enough to Be Honest*

Jeffrey P. Nichols, Muhlenberg College. *Affect Mediates the Job Characteristics/Job Satisfaction Relationship*

Elizabeth A. Haley, Rice University. *Just a Joke? The Effect of a Humorous, Sexist Remark*

4:00-5:50   Room: 206B

Symposium: Employer Involvement in School-to-Work Transitions
Chair: Elizabeth B. Bizot, Ball Foundation

Participants:
Steven G. Klein, MPR Associates Inc. *Employer Incentives to Participate in a National School-to-Work Initiative*

Beverly E. Nash, ACT Center for Education and Work. *School-to-Work Transitions and the National Job Analysis Study*

John M. Cornwell, New Orleans, LA. *Systems Approach to Promoting Employer Involvement in School-to-Work Initiatives*

Discussant:
Beryl Hesketh, Macquarie University

MONDAY, AUGUST 12, 1996

9:00-10:50   Room: 103A

Symposium: Advances in Definitional Team Research
Chair: Robert M. McIntyre, Old Dominion University

Participants:
Ann Marie Yanushefski, Personnel Decisions Inc. *A Method for Developing a Team Classification Strategy*

Brian J. Ruggeberg, Old Dominion University. *Understanding Team Leadership: Developing a Classification System*

Rebecca Rosenstein, University of Baltimore and Terry L. Dickinson, Old Dominion University. *The Teamwork Components Model: An Analysis Using Structural Equations*

10:00-10:50   Room: 201A/B

Invited Address: Critical Issues in Goal Setting Research: Moving Beyond 1990
Chair: Zeeva Milman, University of Toronto
Speaker: Gary P. Latham, University of Toronto

11:00-12:50   Room: 201A/B

Symposium: Multi-Dimensional Assessment for Selecting Border Patrol Agents
Chair: Magda Colberg, Immigration and Naturalization Service

Participants:
Mary Anne Nestor and Randolph K. Park, Immigration and Naturalization Service. *Logit-Based Measurement and Computerized Adaptive Testing of Reasoning*

Patricia A. Harris, Immigration and Naturalization Service. *Predicting Language Learning Ability: Validation of an Artificial Language Test*

Julia A. Leaman and Nicholas Vasilopoulos, Immigration and Naturalization Service. *Beyond Integrity Testing: Screening Agents for Counter-Productive Behaviors*

Discussant:
John E. Hunter, Michigan State University

1:00-2:50   Room: 206E

Symposium: Leadership for 2000 and Beyond: Emerging Roles and Challenges
Chair: Lynn R. Offermann, George Washington University

Participants:
Peter Vaill, George Washington University. *The Leader as Reflective Beginner*

Roseanne Wisniewski and Angie Kleeh, Life Balance.

Discussant:
Jurgis Karuza, SUNY at Buffalo.

Room: 206B

2:00-3:50
Symposium: Pregnant and Working: The Forgotten Employee
Chairs: Anne Marie Francesco, Pace University and Cynthia A. Thompson, Baruch College, CUNY

Participants:
Sue Norton, University of Wisconsin-Parkside. *An Historical and Legal Perspective on Work and Pregnancy*
Hal Gueutal, SUNY at Albany. *Super-Mom: The Case for Pregnancy-Enhanced Performance*
Anne Marie Francesco, Pace University and Cynthia A. Thompson, Baruch College. *Valuing Diversity: The Case of Pregnant Working Women*

Discussant:
Helene L. Caudill, University of North Texas

Room: 206F

2:00-3:50
Symposium: Work, Stress, and Quality of Life
Chairs: Esther R. Greenglass, York University, and Bernhard Wilpert, Berlin University of Technology

Participants:
Christina Maslach, University of California-Berkeley. *Burnout and Health: A Conceptual Model*
Stan Maes, France Kittel, Hetty Sholtan, and Chris Verhoeven, Leiden University. *A European Approach to Wellness Promotion on the Job*
Erica Frydenberg, Ramon Lewis, and Doris Pozzi, University of Melbourne. *Do Managers Cope Differently than Others?*
Michael P. Leiter, Acadia University, and Christina Maslach, University of California-Berkeley. *Design of Work-Related Interventions and Burn-Out*
Esther R. Greenglass, Ronald J. Burke, and Roman Konarski, York University. *Relationship Between Psychological and Social Resources and Burn-out*

Discussants:
Bernhard Wilpert, Berlin University of Technology

Lynn R. Offermann, George Washington University. *Leading Diverse Followers*
Ann Howard, Leadership Research Institute. *The Empowering Leader*

Discussants:
Edwin P. Hollander, Baruch College, CUNY,
David DeVries, Kaplan DeVries

Room: 205C

3:00-4:50
Symposium: Selecting and Developing Expatriate Managers and Global Leaders
Chair: Ellen Van Velsor, Center for Creative Leadership

Participants:
Maxine Dalton, Center for Creative Leadership. *A Model for Selecting and Developing Expatriate Managers*
Meena Wilson, Jean Leslie, and Silvia Swigert, Center for Creative Leadership. *Cultural Understanding for Business Effectiveness*
Mark F. Peterson, Texas Tech University, Peter B. Smith, University of Sussex, and Joy Fisher Hazucha, PDI France. *International Comparative Studies for Manager Selection and Development*

TUESDAY, AUGUST 13, 1996

9:00-10:50
Symposium: Personality and Organizational Behavior
Chair: Robert Hogan, University of Tulsa

Room: 202B

Participants:
Robert Hogan and Robert Michel, University of Tulsa. *Personality and Organizational Behavior*
Joyce Hogan and Suzan Rybicki, University of Tulsa. *Personality Characteristics Necessary to Do the Work*
Rex J. Blake, MDA Consulting. *Relations Between Worker Satisfactoriness and Personality*
Brent W. Roberts, University of Tulsa. *Work and Psychological Functioning: The Reciprocal Model of Interaction*

Discussant:
Gordon Curphy, Personnel Decision Inc

11:00-12:50
Panel Discussion: Organizations' Response to Employees Work and Family Issues
Chair: Robert P. Delprino, SUNY at Buffalo

Room: 202A

Participants:
Deborah A. Hard, Employee Assistance Program

Call for Fellowship Nominations

Elaine D. Pulakos

Each year, the Fellowship Committee requests and evaluates nominations of society members who have made unusual and outstanding contributions to psychology for the status of Fellow. The Fellowship Committee strongly encourages nominations of individuals from all areas of endeavor within our profession.

We particularly encourage nominations from candidates who have made their contribution through the practice and application of psychology, a group that is often under-represented in the nomination process. There are many I/O Psychologists who have contributed substantially to the field by applying psychology in organizations, and helping others apply our science in real-world settings. We encourage nominations of individuals who have accomplished this important goal.

Detailed information on criteria considered by the Fellowship Committee is published in *TIP*, April 1994, pp. 31-34. General criteria are summarized below.

Criteria

- Society Member for no less than 2 years at the time of election
- At least three letters of recommendation from Fellows of the Society
- An unusual and outstanding contribution to the field. This contribution can be achieved through research, practice, teaching, administration, or any combination of these. The distinguishing characteristic of Fellows is that they have made a contribution that goes beyond the norm of consistent and competent research, practice, teaching, and so forth, and that their efforts have helped advance our field.

Nomination

- By either Society Fellow or Member

Due Date

- December 1, 1996

Request Nomination Materials From and Direct Questions To:

Elaine D. Pulakos, Chair, SIOP Fellowship Committee
Personnel Decisions Research Institutes, Inc.— Washington, D.C.
1530 Wilson Boulevard, Suite 170
Arlington, VA 22209
(703) 522 -7885

4:00-5:50   Room: 202A/B

Symposium: Effectiveness in Participative Educational, Research and Non-Profit Organizations

Chair: Cherlyn Skromme Granose, Claremont Graduate School

Participants:

Geoffrey Smart, Claremont Graduate School. *The Challenge of Measuring Effectiveness in Research Organizations*

Jenna Sebolsky, Claremont Graduate School. Defining and Measuring Effectiveness in Four Types of Non-Profit Organizations

Steven Curall, Rice University. *Employee Involvement and Organizational Effectiveness in Schools*

Lynette Probst, Claremont Graduate School. *Effectiveness Measures for Secondary Schools: The Superintendents Perspective Revised*

Discussant:

Tove Hammer, Cornell University

1997 SIOP AWARDS
GUIDELINES FOR NOMINATIONS

The submission deadline for the 1997 SIOP Awards is September 16, 1996. General nomination guidelines are described below, as are the criteria for the awards. If you have any further questions about either, feel free to contact me directly.

Send nominations and entries for all awards to:

Adrienne J. Colella
Department of Management, Levin Bldg.
Rutgers University, Livingston Campus
New Brunswick, NJ 08903
(908) 445-5648
Colella@TIA.Rutgers.edu

HOW TO SUBMIT NOMINATIONS FOR THE:

- **DISTINGUISHED SCIENTIFIC CONTRIBUTION AWARD**
- **DISTINGUISHED SERVICE CONTRIBUTION AWARD**
- **DISTINGUISHED PROFESSIONAL CONTRIBUTION AWARD**
- **ERNEST J. MCCORMICK AWARD FOR DISTINGUISHED EARLY CAREER CONTRIBUTION AWARD**

- Nominations may be submitted by any member of the Society for Industrial and Organizational Psychology, the American Psychological Association, the American Psychological Society, or by any person who is sponsored by a member of one of these organizations.

- Only members of the Society for Industrial and Organizational Psychology may be nominated for the award.

- The nominator should include: (a) a letter nominating the SIOP member for the award, (b) a current vita of the nominee, and (c) supporting materials (e.g., letters from colleagues, article reprints, etc.) illustrating the contributions of the nominee. No more than five (5) supporting letters should be included in the nominee's materials.

- Letters of nomination, vitae, and supporting letters and materials must be received by September 16, 1996.

- Papers are limited to a maximum of 30 double-spaced pages. This limit does not include tables, figures, references, and appendices.
- Papers should be prepared according to the fourth edition of the *Publication Manual of the American Psychological Association*. Note, however, that the abstract may contain up to 300 words.
- The paper must be based on a dissertation that was accepted by the graduate college two years or less before September 16, 1996, with the stipulation that an entrant may only submit once.
- The entrant must include:

(1) a letter from his or her dissertation chair that specifies the date of acceptance of the dissertation by the graduate school of the institution and that the submission adequately represents all aspects of the completed dissertation AND

(2) a letter of endorsement from a member of the Society for Industrial and Organizational Psychology, the American Psychological Association, or the American Psychological Society who is familiar with the entrant's dissertation.

Both of these letters may be from the same person.
- Entries (including supporting letters) must be received by September 16, 1996.

SIOP CALENDAR

APA 1997 Annual Convention Toronto, Canada	August 9 - 13, 1996
TIP Deadline for October Issue	August 15, 1996
Submission Deadline SIOP Conference (1997)	September 20, 1996
SIOP 1997 Annual Conference St. Louis, Missouri	April 11-13, 1997
APS 1997 Annual Convention Washington DC	May 23 - 26, 1997

HOW TO SUBMIT NOMINATIONS FOR THE EDWIN E. GHISELLI AWARD FOR RESEARCH DESIGN:

- Proposals may be submitted by any member of the Society for Industrial and Organizational Psychology, the American Psychological Association, the American Psychological Society or by any person who is sponsored by a member of one of these organizations.
- Proposals having multiple authors are acceptable.
- Proposals are limited to 30 double-spaced pages. This limit includes the title page, abstract, tables, figures, and so forth. However, the limit does not include references.
- Proposals should be prepared according the fourth edition of the *Publication Manual of the American Psychological Association*. Note, however, that the abstract may contain up to 300 words.
- Ten copies (10) of each proposal should be submitted. The name of the author, affiliation (academic institution, business firm, or government agency), and phone number should appear only on the title page of the proposal.
- No award-winning proposal (actual winner or honorable mention) may be re-submitted for review. However, non-winning entries that were submitted in previous years may be resubmitted.
- Individuals who have previously received the award are eligible to submit proposals covering research other than that covered in their award winning proposal(s). However, to receive an award a third time, the author must show evidence of having completed at least one of the two previously proposed studies.
- Proposals must be received by September 16, 1995.

HOW TO SUBMIT NOMINATIONS FOR THE S. RAINS WALLACE DISSERTATION RESEARCH AWARD:

- Entries may be submitted only by individuals who are sponsored by a member of the Society for Industrial and Organizational Psychology, the American Psychological Association, or the American Psychological Society.
- Each entrant should submit ten (10) copies of an article-length paper based on his or her dissertation. The name of the entrant, institutional affiliation, current mailing address, and phone number should appear only on the title page of the paper.

Vantage 2000: Psychological Research and Training as Proactive Agents for Change

Charmine E. J. Hartel
University of Queensland, Australia

I have initiated a series on organizational profiles. These are short segments devoted to profiling aspects of an organization or academic department relevant to the Vantage 2000 mission. In this issue, researchers from the four campuses of the California School of Professional Psychology share their research on diversity topics. The featured profile provides an example of incorporating diversity awareness into a graduate program mission statement and curriculum as well as a smorgasbord of innovative research and practice synopses relevant to diversity issues. The proposition is forwarded that training and interventions within organizations that do not appreciate and integrate differing and varied cultural norms will hinder, if not prevent, growth and change. CSPP leads the way in using psychological research and training as proactive agents for change by striving to promote change through the research it conducts, the services it provides, and the professionals it trains.

As always, I seek your contributions, requests and ideas (from newspaper clippings to profiles) for the column. Please send these to me at: Graduate School of Management, The University of Queensland, Brisbane, Queensland 4072, Australia; Phone: (07) 365-6225; FAX: (07) 365-6988; INTERNET: C.Hartel@mailbox.uq.edu.au.

PROFILE: The California School of Professional Psychology

The institution: The California School of Professional Psychology (CSPP) was founded in 1969. It is a non-profit organization and the oldest and largest independent professional school of psychology in the country, with campuses in Alameda, Fresno, Los Angeles, and San Diego. From its inception, CSPP has combined a solid foundation in theoretical and research course work with an emphasis on developing professional skills through required practicum and field placement experiences. By the completion of their degree programs, CSPP graduates become qualified as professional psychologists–practitioners who are trained with a full background in applied research and the scientific bases of the field.

CSPP's student body is an internationally diverse group who have a range of professional interests and who represent diverse racial and ethnic groups, varied academic and work histories, and all geographic areas. A key goal of CSPP is to build a community of people who share a respect for cultural values and a belief in the field of psychology as a way to affect change.

The programs: CSPP's program offerings at all four campuses include the Ph.D. in Organizational Psychology and the PsyD in Organizational Consulting (Alameda), the Ph.D. in Organizational Psychology (Los Angeles), the MOB and MS (Fresno), and the Ph.D. in I/O Psychology, the Organizational Development Psy.D., the Dual Clinical-I/O Psychology Ph.D., and the M.A. in Organizational Psychology (San Diego). These programs include study in forensic psychology, managed care, multicultural psychology, human development, community psychology, psychology of women, neuropsychology, child and family psychology.

CSPP strives to develop new programs on an ongoing basis. Just this year, a Psy.D. in Executive Management and Leadership has been created at the Los Angeles campus to meet the needs of working managers and executives from the Pacific Rim. Additionally, CSPP has instituted doctoral respecialization programs to provide intensive retraining for the changing roles of professionals in the field who already have earned doctoral degrees.

The faculty: CSPP faculty are respected academic instructors and experienced practitioners or researchers selected for their expertise in teaching theoretical and applied subjects, research and dissertation supervision capabilities, involvement in the community and professional affairs and leadership, and role model capabilities essential to students' advisement and professional growth.

The organizational psychology faculty at CSPP have long been dedicated to addressing and advocating issues of diversity-making the study of the implications of various forms of diversity and the development of effective applications within organizations a priority. The following profiles highlight accomplishments and contributions of a few of CSPP's faculty members who are active in research and applied work related to diversity and the future workplace.

Dr. Bernardo Ferdman, an organizational and social psychologist, is an associate professor in the organizational psychology programs at CSPP's San Diego campus. He also serves as director of the Border Project/El Proyecto de la Frontera, an initiative aimed at developing binational collaboration and exchange among psychologists in the San Diego-Tijuana region.

The dynamics of ethnic diversity: Much of Bernardo's scholarly work has focused on the processes involved in inter-ethnic contact and their relationship to organizational policies and strategies directed at cultural and ethnic diversity. The primary themes he has addressed include the connection of the group and the individual (including the issues of within- and between-group diversity), the meaning and impact of cultural identity (how is culture "reflected in" or embodied in the person?), and the optimal

organizational contexts (and interventions) for fostering multiculturalism and inclusion.

In his paper on the dynamics of ethnic diversity in organizations (Ferdman, 1992), for which he was awarded the Gordon Allport Intergroup Relations Prize, Bernardo reviews psychological research and theory relevant to developing more complex and integrative perspectives on the role of ethnicity at work. In particular, he focuses on two perspectives, the categorization approach and the intercultural approach. The first focuses on the negative impact of recognizing group memberships and so emphasizes minimizing intergroup boundaries, while the second focuses on the nature and implications of group differences and thus emphasizes noting ethnic boundaries and understanding ethnic differences. Bernardo shows that while both approaches have important bearing on explaining how ethnic diversity is or should be handled in organizations, neither is sufficient alone. This is in large part because "in an ethnically heterogeneous society... there is a great deal of within-group diversity as well as between-group differences" (p.359). As he points out in his conclusion, "to understand better and influence perhaps the dynamics of ethnically diverse organizations, we will need to jointly consider and better integrate divergent and even contradictory analytic frameworks and perspectives based on different levels of analysis... [A] focus on group boundaries or a focus on cultural differences is each insufficient by itself as a framework from which to understand organizational ethnic dynamics" (pp. 366-367).

Cultural identity and bridging the gap between individual and group differences: Bernardo's work on cultural identity (e.g., Ferdman, 1995) seeks to address this challenge and "to bridge the gap between a focus on group differences and a focus on individual differences" (p. 38). He defines cultural identity as "the person's individual image of the cultural features that characterize his or her group and of the reflection (or lack of reflection) of these features in his or her self-representation" (p. 38). This construct provides a way to conceptualize how groups differ while at the same time addressing the within-group variations that exist in a diverse society. In this work, Bernardo seeks to show how individual uniqueness can be construed in part as the constellation of social identities and their meaning to the person. He also describes a series of questions that are raised based on this framework. Bernardo is now collaborating with Dr. Gabriel Horenczyk of Hebrew University in Jerusalem to develop quantitative methods to assess the construct of cultural identity and explore its correlates.

A related body of work looks at both positive and negative ways in which diversity is addressed in organizations. In a case study and an analysis (Ferdman & Gallegos, in press) of the experiences of a Mexican American human resource manager in a maquiladora plant in northern Mexico, Bernardo and co-author Dr. Placida Gallegos describe what happens when a Midwestern-oriented company assigns "Angélica" to work

paradoxes in which organizations and employees are embedded that inhibit change towards valuing diversity. She calls these the paradox of fit, the paradox of values, and the paradox of categories. These paradoxes are created by natural forces which govern individual and organizational behavior. She suggests that living within and managing these paradoxes is key to creating a successful multicultural organization.

Managing the paradoxes: Cindy believes that some of the management of these paradoxes can be achieved through the disclosure and understanding of differences that result from diversity training. However, she argues that diversity training has not performed as anticipated in creating organizational change. In a recent article (Lindsay, 1994). she suggests that diversity training has garnered a negative reputation because it has often inappropriately contained themes of blame, shame, and separation. This has led many companies to retreat from diversity training which contains disclosure and dialogue across differences. She suggests that reducing disclosure and dialogue is not what is needed to solve the problem. Instead, dialogue must be facilitated in a manner that is respectful and caring. To aid in this she offers the use of ethnic identity development models to help trainers understand and appropriately intervene on the underlying dynamics of difficult interactions.

The theme of caring and respectful intervention is also the topic of her forthcoming article (Lindsay, Kane, & Schor, in press). She and her co-authors offer a process of organizational consultation that utilizes feeling, reflection, voice, and nurturance to create change. This self-reflective and personally revealing article addresses the caring nature of the consultant and the authentic relationship of the consultant and client as keys to successful intervention. This same group of authors is currently investigating the use of techniques based in Native American spiritual beliefs to accomplish deep levels of caring and authenticity in organization change.

Dr. Lawrence N. Solomon is a professor in the organizational psychology programs at CSPP-San Diego. His specific areas of expertise include organizational development, group dynamics, conflict management and stress management.

Team work: managing the conflict spawned by diversity: The celebration of diversity in the workplace inevitably increases the potential for disruption among those who bring differing perspectives, values, beliefs, customs and mores to organizational issues. Larry's work over the past two decades has concentrated on the constructive management of those differences as they generate conflict at work. His early article on Team Development: A Training Approach (Solomon, 1977) and his more recent publications on International Tension-Reduction Through the Person-Centered Approach (Solomon, 1987) and Carl Roger's Efforts for World Peace (Solomon, 1990) reflect Larry's enduring academic as well as applied

in Mexico because it believes that she can function well as a "cultural bridge," but does not provide the necessary support, training, or environment to enhance her chances of success.

The why, what and how of diversity training: Bernardo's recent chapter with Sary E. Brody for the *Handbook of Intercultural Training* (Ferdman & Brody, 1995) "explores the assumptions, goals, strategies and conceptual frameworks that guide diversity training efforts" (p. 282). In this broad-ranging paper, Bernardo and Sary look at the "why, what, and how" of diversity training. They describe the various motivations leading organizations to adopt training efforts, including moral imperatives, legal and social pressures, and business success. They then analyze how diversity training is oriented, what levels of changes it seeks to make, and how it is targeted and positioned. Finally, they address issues such as type of learning, duration and trainer roles, as well as considerations for assessing effectiveness of training. In their chapter, they show the interrelationships among these various dimensions, and stress that "diversity training is a broad term that encompasses a whole range of activities" (p. 299).

Bernardo has also contributed to developing teaching resources about diversity for organizational scholars. The American Assembly for Collegiate School of Business published a resource guide he edited (Ferdman, 1994) containing essays about teaching diversity, many syllabi, reading lists, and other information. Bernardo is active in international endeavors in psychology, including currently serving as treasurer of the Interamerican Society of Psychology, and as coordinator of two e-mail networks, IAPSY-L (the Interamerican Psychologists' List) and XCUL (the Cross-Cultural Researchers' List).

Dr. Cindy Lindsay is an associate professor in the Ph.D. program in organizational psychology at CSPP-Los Angeles. She began her career in organizational psychology by addressing the problems of women managers.

Diverse values often lacking in managerial ranks: Cindy has suggested that the feminine aspects of management (including male managers as well) are devalued and demeaned in traditional organizations (Lindsay & Pasquali, 1993). This organizational devaluing leads to a wounding of the feminine aspect of employees. Based on a set of interviews of women in managerial positions, Cindy and her co-author (J. Pasquali) detail the managerial aspects which are abusive to the feminine aspects and outline a personal healing process for women managers.

Cindy notes that although women are increasingly represented in organizations in lower managerial ranks, the culture of organizations has not changed to incorporate feminine values. This observation led Cindy to ponder why organizations resist incorporating diverse values and behaviors even when they contain significant numbers of diverse members. In the Journal of Managerial Issues (Lindsay, 1993), she outlines three primary

interests in conflict and its management. For more than a dozen years, Larry has consulted with a major pharmaceutical firm, providing on-site training in conflict management.

Dr. Delbert M. Nebeker is a professor in the organizational psychology programs at CSPP-San Diego. His specific areas of expertise include industrial-organizational psychology and motivation and reward systems.

Employee involvement key in the design, implementation of reward systems: A balance between research and practice has been an enduring commitment of Del's, and much of his work has focused on work motivation and developing innovative reward systems. Del has been involved in motivation research and designing reward systems for over 20 years. Starting with work for the U.S. Navy in the 1970s and 1980s, Del and his associates developed the first performance-based financial reward systems for government employees. This work was followed by work on group and organization-wide reward systems (e.g., White & Nebeker, in press). It became clear as research findings were implemented in the field that employee involvement in the design and implementation of reward systems is essential to their success. Also focusing rewards on teams and larger units of analysis is necessary for organizations to avoid sub-optimization. In this vein, some of his recent work pioneered the use of gain-sharing plans in government organizations. This has shown that principles thought to be private sector approaches to organizational rewards have great potential in government organizations. Del's consulting practice has grown steadily over the years and now focuses on organizational diagnosis, compensation strategy and reward systems design.

Rewards to be designed for a diverse workforce: Del believes that as we approach Vantage 2000, it is clear that rewards and motivational systems must be designed for a more diverse workforce. He says that new ways of thinking about motivation and compensation are needed if we expect our organizations to be satisfying and productive places to work. Reward systems have the potential not only to respond to culture but also to help shape culture. As diverse members of an organization share superordinate goals, differences can become assets in the pursuit of a common purpose.

Del has also been an active researcher and contributor to the literature. He served as a member of the Editorial Board of *Organizational Behavior and Human Decision Processes* for over 10 years and has recently published in the areas of expectancy theory, goal setting, computer monitoring, and the measurement of achievement motivation (e.g., Tatum & Nebeker, 1995).

Dr. Richard C. Sorenson is the director of the organizational psychology programs at CSPP-San Diego. He is also a professor on the faculty, specializing in individual differences and personnel selection and assignment.

The effect of rank, race, gender and attitude on issues of sexual harassment: In recent years, the attention given to sexual harassment in the workplace has increased dramatically. As women have become an integral part of the organization, the collective consciousness regarding this behavior is changing. What was once acceptable, expected behavior has become recognized as undesirable and problematic. Even so, surveys assessing the incidence of sexual harassment indicate that it continues to be a widespread problem. Thus, it is important to determine what characteristics affect perceptions of sexual harassment and its effects (Sorenson, Luzio & Mangione-Lambie 1994).

Dick was involved in conducting two experiments investigating these issues. The first experiment examined the effect of rank, race and gender on perceived seriousness, recommended action and discrepancy between that action and expected organizational action. The second examined the extent to which sexual harassment affects the "bystander" observers as well as the "direct" victims.

Results of the first experiment indicated that perceptions of sexual harassment vary based on the attitudes, gender, rank and race of the perceiver. In turn, these differing perceptions influence what actions are recommended for sexual harassment incidents. These issues become important in developing effective policy and grievance procedures as well as effective training programs.

Another finding that has important implications for training is that attitudes towards sexual harassment are the best predictor of perceived seriousness and recommended actions in sexual harassment incidents. Factors affecting attitudes toward sexual harassment also deserve further attention. Findings indicate that tolerance of sexual harassment also varies based on gender and rank characteristics.

Sexual harassment results in high cost to organizations as well as individuals: Finally, findings suggest that the consequences of sexual harassment extend far beyond the individuals directly involved. Sexual harassment, whether experienced "directly" or as a "bystander", is emotionally devastating. Not only are victims sometimes unable to respond effectively to the harassment, but their abilities to perform work may also be jeopardized. Thus, the cost of sexual harassment to organizations can be sizable. If not addressed, the problems may lead to a loss of productivity, decreased worker satisfaction, increased turnover, and legal penalties. Implications of these findings are significant for organizations, counselors and the legal system.

Dr. Jyotsna (Jo) Sanzgiri and Dr. Julie Indvik are members of the organizational psychology core faculty at CSPP-Alameda. Dr. Sanzgiri also serves as dean of the organizational programs at the Alameda campus.

The next generation of diversity work: American efforts to manage diversity in the workplace have emphasized the inclusion of differences at all organizational levels, based on race, gender and differential capabilities. The New York Times reports that 40% of US companies have instituted diversity-related efforts, while industry newsletter Cultural Diversity at Work estimates that 50% of all *Fortune 500* companies "have someone with responsibility for diversity."

As Jo and Julie examine the nature of diversity-related work to date, their observation is that the "first generation" of diversity work started with the Equal Employment Opportunity and Affirmative Action initiatives that arose out of the Civil Rights movement in the US in the 1960s and 1970s. This period emphasized balancing the workforce with inclusion of "out-group" members, who had previously been excluded based on factors such as gender or race. Organizations were held accountable by law to keep track of the numbers of "out-group" members among their applicant pools, new hires, promotions, terminations, and so forth.

The "second generation" of diversity work could be perceived as beginning in 1987 when the Department of Labor and the Hudson Institute published Work Force 2000. Essentially, this document pointed out that the increasing percentage of minority populations would require attitudinal changes amongst the dominant "in-group." Towards this end, diversity-related efforts were based on creating collaborative workplaces, which included multiple points of view for overall productivity.

They propose that the "next generation" of diversity work must emphasize the developmental patterns in individuals' and organizations' multiculturalism, that minority groups need to participate more actively in the design of this work, and that external and internal sources of oppression need to be examined. In addition, they emphasize that the newer approaches be developed in a context of understanding the increasing turbulence and declining resources throughout the world.

A changing context as it applies to I/O: The field of I/O psychology faces some important challenges, including the need to strengthen existing curricula to examine cross-cultural perspectives, so that future practitioners are well equipped to understand national and international populations with greater sensitivity and clarity, and the importance of educating researchers in the field to explore new methodologies that are inclusive of differences and similarities in gender, race, and sexual orientation. Jo and Julie state that ongoing scholar-practitioners in the field must confront their own belief systems to tolerate world views different than their own.

Responses to this changing context: Many at CSPP feel it is crucial to take a proactive response to these challenges, to integrate some of these

evolving perspectives into the curriculum. As they differentiated the doctoral programs at CSPP-Alameda into (a) a Ph.D. program which emphasizes research, and (b) an applied Psy.D. program emphasizing applications in the field, they were deeply aware that the commitment to integrating perspectives of multiculturalism are important to both curricula.

Jo and Julie argued that the more conceptually sound the curricular sequences are, the more possible it is for faculty and students to add to the literature, to test new hypotheses, and to challenge existing paradigms. A multidisciplinary approach using applied knowledge from psychology, social sciences, anthropology, and organizational studies allows the modeling of multiple approaches while discussing multiculturalism. In addition, this systemic way of thinking allows for an integration of espoused values with actual practice, so that mentors can practice what they preach. The simultaneous emphasis on theory and practice allows for reflective practice. Researchers in this field can be informed by practitioners and vice versa. Unless theories are tested and applied in organizational settings, they cannot be built on or refined. Similarly, consulting in this area must be guided by a strong ethical and conceptual base.

To date, Jo and Julie have found positive outcomes; doctoral students who specialize in this sequence are seen as capable practitioners who are highly employable by organizations such as Gemini Consulting, AT&T, and Kaiser Permanente. Several students have joined faculty presenting research papers at professional conferences. This work has been well received in the I/O professional community. They have come to believe that this approach encourages everyone to become simultaneously more knowledgeable and more compassionate—of their own and others'—world views.

Other Diversity-Relevant Work at CSPP

As noted earlier, the above contributions reflect those of only a small number of the faculty dedicated to a better and more productive environment in the workplace. Other notable examples include Dr. Theodora Chau, an expert in intercultural and international management, and international competitiveness and its strategic implications; Dr. Roy Jacques, a specialist in gender in organizations and knowledge as a cultural product; Dr. Noel B. Peters, known for his work supporting ethnocultural models of mental health; and Dr. Peter Tommerup, who specializes in community at work and non-traditional institutions in organizations. Dr. Don Mankin, dean of the organizational psychology programs at CSPP-Los Angeles, recently co-authored (with S.L. Cohen and T.K. Bikson) *Teams and Technology Fulfilling the Promise of the New Organization*, to be published by Harvard Business School Press this year. CSPP President

John R. O'Neil is the author of *The Paradox of Success, When Winning at Work Means Losing at Life* (G.P Putnam's Sons, 1993).

Column Mission and Call for Contributions for Upcoming Columns

My goal for this column is to discuss the future of practice and research related to work and the workplace. I'd like to include perspectives from outside North America. To this end, I hope that, no matter where you are in the world, you will e-mail, call, write or FAX me (see contact information below) with your suggestions, views, requests and contributions (the name of an organization or academic department I can profile in a manner consistent with the goals of this column, newspaper clippings, company program pamphlets, news of research-in-progress, experience with OD and HR strategies/programs and any other information--nothing is too small). I would also be interested to hear what types of information you would like me to share with you from the Australasia region.

Please send any information relevant to the points discussed in this column along with your ideas for future topics to me.

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Spring Executive Committee Meeting

Secretary's Report
William H. Macey

The last meeting of SIOP's Executive Committee was April 28 and 29, 1996. Some highlights of the meeting include the following:

1. *SIOP Foundation.* As many of those who attended the Business Meeting at the conference may know, SIOP now has a foundation through which members may make tax-deductible contributions. There was considerable discussion at the Executive Committee meeting about the direction and benefits of the foundation for SIOP members.

2. *SIOP Conference.* Reflecting the work of Katherine Klein and the conference planning committee, this year's conference was an overwhelming success. Changes to the conference format appeared to be particularly well received. As the conference has grown, the level of effort required to plan and organize the conference has grown as well. Therefore, the Executive Committee approved a modest increase in conference fees. The Executive Committee reviewed various proposals assembled by Kurt **Kraiger** for future conference sites. After discussion, Toronto was chosen for the 2002 site and Orlando for 2003.

3. *Education and Training.* The Executive Committee approved a motion to develop a "Careers in I/O" Web page that will be offered on the TIP home page. **Janet Barnes-Farrell** and the Education and Training Committee will develop the Web page. On another note, **Debbie Major** and her subcommittee have revised the Guidelines for Education and Training at the Doctoral Level.

4. *SIOP Historian.* In conjunction with the celebration of the 50th anniversary of Division 14, the Executive Committee has appointed Laura **Koppes-Ratcliff** to serve as SIOP archivist-historian.

5. *Membership Directory.* A decision was made to print another edition of the Membership Directory.

6. *Support for Board of Scientific Affairs task force on test user qualifications.* Because of recent developments related to who is qualified to purchase, administer, interpret, and report the results of tests, the Executive Committee voted to support an APA Board of Scientific Affairs motion to create a task force to address the issue of user qualifications. This motion calls for the expertise in Industrial/Organizational to be represented on the task force (along with clinical, school, counseling, educational, and neuropsychology disciplines).

Practice Network

Thomas G. Baker
Micro Motion, Inc.

Practice Network is committed to providing a forum for the discussion of practitioner issues. This column develops based on your calls, views, requests and opinions. I am always available to speak with you at (614) 337-9073 and hope you will find something of interest in the features this month.

Survey Potpourri with Ned

Practice Network enjoyed a recent conversation with Ned Rosen (retired after 21 years with Cornell and 12 years as a consultant and now playing tennis in Hollywood, FL). He's done a thing or two with surveys over the years and is always willing to share his thoughts.

For the past few months Ned has had a web page on surveys. (His WWW address is: http://www.teamworkers.com/surveys/) "I have to report that the Web is not a place to make money at this point in time," he says while doling out 1 hour of free survey consulting to interested parties (up to 3 hours for non-profit companies). Over the first 5 months he's had seven serious inquiries from this site, ranging from a public TV station manager to a county ambulance service, a county transportation agency and various consultants. "It's been interesting to see the activity at this Web site. It has produced more action than I anticipated," Ned reports.

Ned also contrasted some survey-feedback work he did with the International Monetary Fund and the World Bank over the past few years. For the World Bank project (N somewhere around 6,000) Ned used the highly structured "IBM model." More recently he tried a different, less structured approach in an IMF project (N about 2,000).

And herein is the tale of yet another practitioner who, to reach higher levels of effectiveness, *loosened* his grasp over process issues and allowed *more variation* to occur. As Ned said, "We all have background in science, but I have found out over the years that you have to bend. Most people don't think the way we do as scientists. You've got to learn to compromise methodologically in order to make constructive change happen."

About two-thirds of the IMF staff is comprised of highly educated economists organized by geographic region and country and having very different needs. Therefore, Ned started this survey project with loose reins by employing a "grass roots approach" to developing survey items. To augment the institution-wide questionnaire developed through focus groups, all departments (about two dozen at the time, ranging in size from 12 to 250 employees) were invited to submit items, indigenous to their own

On a related note, there was considerable discussion on a policy statement presented by Lorin Letendre, representing the Association of Test Publishers and the Fair Access Coalition on Testing (FACT). In response to the request for support for their suggested policy statement, **Wayne Camara** agreed to prepare a draft statement for further review.

7. *Conference Workshops.* **Sally Hartmann** reported that 14 work-shops are again planned for next year's conference in St. Louis. Sally reported on the steps taken to ensure that California Continuing Education credit was granted to those SIOP members attending the workshop who so requested the credit.

8. *Member Referral Directory.* **Dianne Brown**, Chair of the Public Affairs Subcommittee of the Professional Practice Committee, described the efforts of the committee to develop a mechanism for member referral. After benchmarking other organizations, the subcommittee proposed developing a system to provide private and public businesses, industries and organizations with a listing of I/O psychologists available for industrial and organizational consulting. Funding for the project was approved by the Executive Committee with the stipulation that service fees be sufficient to cover the ongoing operating costs of providing the service.

9. *Ethics Casebook.* **Rod Lowman** reviewed progress on the new Casebook and indicated that the first draft is nearing completion. More than 20 new cases have been added.

10. *SIOP Licensing Policy.* The new SIOP policy on licensing, with revisions, was approved by the Executive Committee. Look for the policy in this issue of TIP.

11. *Affirmative Action Research.* A Scientific Affairs subcommittee chaired by **David Kravitz** has completed a review of empirical research addressing the topic of affirmative action. Immediate plans call for a review by the Executive Committee with eventual publication to be determined.

Please contact me, any member of the Executive Committee, or the appropriate Committee Chair, if you have any questions!

departments, they'd like to see in the survey. These were then edited for clarity. These unique items were incorporated in separate departmental inserts which varied across departments.

"When we finished gathering the data, we went through typical top-down feedback with senior management. Then they did a novel thing and asked me to present the same wide-ranging, no holds barred analysis to the entire employee body. I met with two huge groups in one day. Here was an outsider feeding survey results back to employees with no intermediaries and no prior screening of the data. It was very refreshing!" At this point, Ned issued personally annotated departmental feedback reports in tabular form.

A second key innovation at the IMF was that the process used to feedback information within departments was left completely up to them. And it varied widely! Some departments set up single or multiple task forces on critical issues highlighted in the annotations, some engaged outside or inside facilitators, some met successive times as a whole committee, and so forth. "Departments were encouraged to hand out as much of the data as possible" but were not given further proscriptions. Ned comments, "It was felt that much more got done when they were allowed to handle it in whatever way they believed best fit their size, travel schedules and occupational mix."

Ned Rosen (ned@gate.net), thanks for taking time out to speak with *Practice Network*. See you on the net!

For the Legal Beaver

Legal oriented web sites highly recommended by **Jeff Feuquay**, I-O (Feuquay and Associates, Perry, OK), practicing attorney and psychologist.[1]

WashLaw Web at Washburn University School of Law:
http://lawlib.wuacc.edu/washlaw/washlaw.html
The Legal Information Institute of Cornell Law School:
http://www.cornell.edu

Person-Environment Congruence[2]

Traditionally, most thinking about the organizational use of selection test has been dominated by the multiple regression model, says **Richard Barrett** (Barrett Associates, Hastings-on-Hudson, NY).

In Dick's model, Person-Environment Congruence can be examined several ways. The one he has found to be the most effective is a Q-sort in which applicants (or employees) and their supervisors record the relative importance of generalized work behaviors, such as "Work hard," "Make decisions promptly," and "Set goals and work toward them." The more the two parties agree on this measure of Performance Style, the more highly

they tend to rate each other. Performance Style is "the aggregate of work patterns and habits, and relations with supervisors and co-workers which a person emphasizes in performing work." Agreement with supervisors that a Performance Style is appropriate for a given culture is positively correlated with performance ratings of the employee.

In one study of attitudes, employees were asked to report (a) how they thought the work should be done, (b) how they believed their boss wanted it done, and (c) how they actually performed. Job satisfaction was high when they perceived that they and their boss has similar priorities (Role Agreement) and when they thought they were performing as the job truly required (Performance Suitability). Since these two were virtually unrelated, there are some happy people who are high on both. These folks shouldn't change jobs. Those who are high on Role Agreement rated their supervisors high, felt free of pressure to do things the supervisor's way, and believed that they knew what their supervisors required. Those high on Performance Suitability rated their own performance high, felt qualified to do the work, and believed their supervisors would rate them high.

Dick feels that traditional explanations for the unreliability of supervisor ratings of employees do not include the variance that exists because supervisors do not agree on the performance style that is appropriate for an employee's job. In one company in which supervision overlapped on several employees, Dick found that those supervisors who agreed on the desired performance style for a subordinate's job also tended to agree on that employee's performance rating.

When used as a selection tool, his person-environment congruence procedure produces lower adverse impact as compared to ability testing. He has also found it difficult to fake. He concludes that employees function best when there is good fit between the individual and the organizational culture. For an in-depth understanding of his ideas see: Barrett, R.S. (1995), Employee selection with the Performance Priority Survey, *Personnel Psychology*, 48, 3, 653-662, or contact him at (914) 478-1302. And don't miss Dick's upcoming book entitled *Fair Employment Strategies*[3] It is scheduled for an August 1996 release and includes chapters on test standards, validity, selection procedures, testing of special populations, legal and regulatory and more by contributors which include Sackett, Seberhagen, Hogan and Zedeck.

Benchmarking With the Best: Consortia Mania

1. *Mayflower Group.* The "grand daddy" of all consortia, the Mayflower Group, is a survey consortium of approximately 42 blue-chip companies that was founded in 1971. Mayflower member companies use common employee survey questions, and submit their company's survey data anonymously to a Mayflower database from which national and international norms are developed. The Group meets twice a year.

Essence of Intelligence

"Intelligence testing has always been a controversial issue," Diane Halpern (California State University, San Bernardino) says, "Now more so than ever." This is in part true because of the increasing cognitive demands placed on workers in today's rapidly changing workplace and, hence, the increasing demands for its accurate measurement.

Diane believes we need to pay more attention to "selecting employees for the ability to solve problems that don't exist today...to be able to learn new technologies quickly." As a researcher of intelligence, Diane challenges us to update how we think about the concept of "intelligence." I-O seems to define it much more narrowly than other psychological disciplines. We get at it with numerous paper and pencil measures—what the heck, we define it by a handful of items on one scale of the CPI. Others—learning, cognitive and social psychologists, for instance—are much more inclusive.

Tests of intelligence will be different in the future. "You talk about having NO face validity, what about an intelligence test of basic reaction time, testing the speed of neural conductance," Diane deadpans. There has been research correlating these studies with current intelligence measures. What about brain scans that measure the efficiency with which the brain utilizes glucose, examining our neural structure, or research into neural branching, also called arborization? Intelligence may just happen to be measured more accurately through physiological measures in the future, although we are still a long way from linking the physiological measures with cognitive performance. And don't ignore Sternberg and Wagner's work on practical intelligence[4].

For practitioners, Diane hopes we pay attention to the "ability to learn" construct in personnel assessment. Don't underestimate the role of cognitive flexibility and adaptability to successful performance of the job of the future. Her ideal selection process would include testing for intelligence, but instead of traditional, crystallized intelligence, more an assessment of practical, implicit or tactic intelligence. "I would place less reliance on "recall knowledge" than on the ability to change and adapt intelligently to one's environment." Diane suggests, "Place more of an emphasis on people's ability to transfer their current learning across domains."

In light of the demands of the future workplace, changes in how training is conducted are in order. Although as a discipline we may look down on issues of pedagogy, learning specialists are way down the road on working with adult learners. According to Diane, "To understand the ability to learn one must first understand resistance to learning and how the adult learner approaches new things." There is excellent work in the social sciences about adult resistance to learning (take their beliefs on the value of technology or sexual or racial stereotyping, for instance).

Diane's hope is for an increased emphasis on "teaching the ability to learn and think well by deliberately designing all training and learning towards transfer," she says. Not downplaying the difficulties in this approach, Diane is optimistic this is part of the solution to increasing the effectiveness of the workplace in the future. Diane Halpern, thank you for sharing your thoughts with *Practice Network*!

Continuing Education Just Keeps Rollin' On

Jeff Schippmann and Rich McLellan (PDI, Minneapolis) report out the top-line results from this March's membership survey on SIOP members

Criteria for membership include: (a) large organization (10,000 or more employees), (b) good corporate reputation (93% of member companies in the Group are included in *Fortune* magazine's list of most admired companies in America, (c) a quality survey system, and (d) good reputation in human resources. Ray Johnson has described The Mayflower Group in a chapter entitled "Life in the Consortium" in *Organizational Surveys: Tools for Assessment and Change* (Jossey-Bass, June 1996), edited by Allen I. Kraut.

For more information about The Mayflower Group contact the current Chairperson, Hank Jonas (Corning, Inc.) at (607) 974-4815.

2. *Upward Feedback Forum*. Entering its fourth year, this consortia provides an opportunity for the free and open exchange of ideas, issues and best practices relating to the development and implementation of upward/360 degree feedback processes. It meets twice a year for 1-1/2 days. Criteria for admission include: (a) an active, multirater assessment process must be well established at the member company, (b) an organization with 5,000+ employees, (c) an extensive practices survey must be completed which is compiled and reported to members. Membership at each meeting is capped at no more than 20 companies. For more information, you are encouraged to contact Forum co-facilitators Dave Bracken (Towers, Perrin, Minneapolis) at (612) 897-3360 or Carol Timmreck (Shell, Houston) at (713) 241-0299.

3. *Competency Consortium*. A new consortium of organizations actively working in the competency arena, this consortium will provide a fo-rum for organizations to share competency models, applications, lessons learned and benchmark best practices. Criteria for consortium membership include: (a) the organization has at least 10,000 domestic employees with a global presence, (b) the organization has worked with competency models a minimum of 4 years, (c) models are empirically derived and validated, and (d) models reflect major job families as well as core organizational competencies. Contact Mariangela Battista (AMEX, NYC) at (212) 640-5199.

And if you really have time on your hands, form your own consortium. A recommended reference on this subject was published in early 1993 by Gary Morris (Ameritech): Morris, G. (3/93), Consortium Surveys, *American Behavioral Scientist, 36, 4, 531-550.*

continuing education needs. These results are used to plan next year's conference and workshops, and other kinds of C.E. activities.

The survey had questions in two main areas--general content areas and specific topics. The top three content areas are: (a) selection/testing tools and approaches, (b) organizational change, and (c) impact/payoff of HR practices. The top three specific topic areas are: (a) mini-MBA for the I-O psychologist, (b) legal update (a perennial favorite), and (c) promoting employee motivation during significant organizational change.

Based on a thematic sort of the open-ended survey item asking respondents why they have not attended C.E. offerings in the past, the top three reasons are: (a) cost or lack of internal support to attend, (b) too busy, and (c) new SIOP member.

Jeff feels good that this survey is helping SIOP improve C.E. offerings to us, its members. More details will be in an upcoming issue of *TIP*. Get involved in continuing education!

Does The Bell Toll For the Null?

Did you attend the SIOP workshop on the "death" of significance testing (yeah, it *was* first thing Saturday morning)? **Malcolm Ree** (Armstrong Laboratories, Brooks AFB, San Antonio) did, and provides his thoughts on this topic to *Practice Network* readers.

This business of statistical hypothesis testing is a messy, ineffective way of moving a scientific discipline forward. Malcolm is particularly concerned over the impact testing (and repeatedly testing and retesting) the null hypothesis has on the advancement of our science. He is concerned that this approach, utilizing rejecting/failure to reject the null hypothesis, does not allow I-O psychology to advance on the foundation of the cumulative record of research that predates us. Statistical hypothesis testing causes us to commit too many Type II errors (failing to reject a false hypothesis, i.e., missing the needle in the haystack).

Malcolm feels that *Griggs v. Duke Power* reinforced statistical hypothesis testing as the norm, establishing a probability level of 5% as the minimally acceptable level of statistical proof. Opposed to this tact, Malcolm believes "the way for us to establish our cumulative record is through meta analysis." Meta analysis allows us the vehicle to perform individual studies and then, and this is the important step, aggregate them to search for general precepts. Malcolm sees meta analysis as a "tool for understanding" that would not take away the need for individual studies. It is the gaining of the general understanding and knowledge of our antecedent's lessons that Malcolm feels is missing from today's scientific community.

Malcolm endorses an idea proposed by **Frank Schmidt** (a fellow anti-null'er) to establish "journals of record." These non-refereed journals would collect numerous studies along the lines of internal company tech-

nical reports. Although not refereed, some standards of quality would have to exist. Reams and reams of research from consulting firms and the federal govemment as well as large and small companies that employ I-O psychologists go unreported. This, in Malcolm's view, is a tremendous waste of intelligence and learning--a waste of the "historical record." As he says, "The most expeditious way to extend knowledge is to collect and aggregate it."

Anyone with curiosity along the lines expressed here, is encouraged to contact Malcolm Ree at (210) 536-6787 or send e-mail to ree@alhrm.brooks.af.mil. Don't forget about the Air Force Office of Scientific Research's summer program. *This is the program that pays you to perform advanced research.* Malcolm is looking towards the summer of 1997--maybe you should too.

Staffing for Team Effectiveness

Richard Klimoski (George Mason University, Fairfax, VA) shared some of his thinking on team staffing with *Practice Network* recently. "The main part of this story is that when we talk about staffing there is a great deal that we know about the recruitment and selection of individuals. This is an area of traditional strength for us, but what we know has to be modified when our interests relate to the staffing of teams," Richard summarizes.

As in the case of traditional staffing, we would start with examining the criterion domain to be predicted. Because of the complex nature of team performances, when he does this, Richard identified four aspects of performance for an individual in a team context that should be addressed. Each implies clusters of KSAO's needed for effective team member performance.

1. *Performance skills.* These are the technical/task knowledge and skills that one brings to a team and are needed to perform in a particular position or role. This is our area of traditional emphasis.

2. *Team process skills.* This represents and additional set of skills that are needed to do well in a social or group context, represented by such qualities as the desire and ability to work with others, and the capacity to contribute to effective group processes. As far back as the 1950s, this was identified by Bales and labeled socio-emotional skills. More recently, **Mike Campion** and **Mike Stevens** have reported on the role of team orientation. **Ed Fleishman** refers to these as interpersonal abilities. The cluster also bears some resemblance to "contextual performance" requirements as proposed by **Wally Borman** and **Steve Motowidlo**.

3. *Team task skills.* These are the cognitive and even physical skills that are relevant to accomplishing the team's task. These might include an understanding of team task properties, good reaction time, knowing the

give *Practice Network* a call by contacting **Thomas G. Baker** at (614) 337-9073 or via e-mail at VTCJ69A@prodigy.com. Live a little!

Endnotes

1. As an attorney, Jeff can't help but add a proviso that Internet information should not take the place of making regular bank deposits to the account of your local counselor.
2. Plagiarized without contrition from MetroNews' March 1996 "O-Bits" column. O-Bits is a guest column whose content is shepardized by Ron Shepps at Nestle's Frozen Foods at (216) 248-3600, x5136.
3. Barrett, R.S. (in press) *Fair Employment Strategies in Human Resource Management.* Westport, CT; Quorum Books, an imprint of Greenwood Publishing Group, Inc.
4. Sternberg, R.J (1995) Testing Common Sense. *American Psychologist, 50,* 912-927.

positions or roles played by various members, or having a good grasp of team task strategy.

4. *Team boundary management skills.* This fourth cluster is based on the work of **Debbie Ancona** and **David Caldwell** and others. It implies skills involved in managing the flow of resources (information, budgetary) into the team as well as the outflow of team ideas or work products. It also includes skills that could contribute to the promotion of the team's reputation within the organization.

In short, Rich recommends that we do not lose sight of the importance of these four skill areas as they relate to the recruiting and selection of team members. In addition, when it comes to staffing, attention must be paid to two other sets of concerns.

1. *The team's current status.* The team staffing process is complicated by such things as whether a new team member is being hired into a startup or "greenfield" organization, and expanding or downsizing organization. These human resources "market place" factors heavily influence the kind of team member skills needed and the ease or difficulty of recruiting.

2. *The balance between complementary and similarity.* Complementary selections for teams emphasize notions of diversity and look to take advantage of the unique contributions and skills of each team member, striving for the assembly of individuals who. collectively, have the KSAOs needed to perform the team task. The similarity model emphasizes "like me" candidates with similar cognitive structures and values to those already held by existing team members. This is often the de facto approach. **Susan Jackson's** research highlights this tendency in the selection of participants in top management teams.

In describing these notions with *Practice Network,* Rich is trying to lasso disparate theories into a more unified perspective for the benefit of those of us involved in the staffing of teams. He also counsels us to keep a broad definition of team: It is not just shop floor production teams that might benefit from these staffing ideas.

In passing, Rich Klimoski also projects that, for the most part, we will not be doing a job analysis as the basis for team staffing. Instead, we will do what he calls team process or team product analysis. "Our existing job analysis models don't go very far in the new team environments...While this premise is not going to draw a lot of arguments, the question we have now is what do we do and where do we go with the information that we do gather."

Thanks Rich for sharing your insights with *Practice Network.*

It's Summertime!

Take *TIP* with you on vacation! Be the only one on the beach improving your tan and your mind at the same time (why not..grad students try this all the time!). And later, while you are soaking in aloc,

APA Science Meets with Dept. of Education's Office of Civil Rights

Dianne C. Brown

In March, we met with the Department of Education's Office of Civil Rights (OCR) to discuss the issue of flagging test scores when an accommodation for a disability is provided in the test administration. Following the 1974 Rehabilitation Act, OCR established an interim policy allowing the flagging of test scores in college admissions in 1979. Even with the passage of the 1990 Americans with Disabilities Act (ADA), their "interim" policy did not change. OCR is beginning to look at this issue in an effort to craft a permanent policy. The interim policy allows for scores to be "flagged," typically with an asterisk to indicate that this test administration deviated from standardized procedures. Without additional information, an asterisk could mean that an individual with visual impairment had a reader assist with the exam, or it could mean the lights went out during the test administration.

Does the asterisk serve to warn the decision maker to proceed cautiously and interpret the test result in light of the fact that the test was administered under nonstandard conditions? Does it simply identify an individual as having a disability and therefore either help or hamper his/her chances of admission? Is it a violation of the ADA in this regard, amounting to a preadmission inquiry? Could the asterisk be accompanied by interpretive information, conclusions about the test score?

OCR, faced with such questions, had hoped that in the interim, research would be conducted on the interpretation of test scores with nonstandard test administrations, providing an empirical basis for a policy. Little has been done that sheds light on interpreting test scores for nonstandard administrations; equating standard administrations with nonstandard; and even the impact of a flagged score on one's chances of admission into college. In employment settings, we have been able to extend time limits in test administration and even to waive the requirements of the test. Since the employment selection model is so similar to the college admissions process, I wonder if there are lessons we've learned that could be brought to bear on this particular policy question. I welcome any comments, insights, or data that folks have to share on this issue. Given the similarity with employment selection, I also suggest that SIOP follow this one closely.

Committee Volunteer Form
Society for Industrial and Organizational Psychology, Inc.

Deadlines: The deadline for volunteering to serve on the Continuing Education and Workshop Committee is December 1st. For all other committees, nominations are accepted at any time. Please submit a completed form to the address given at the bottom of this page.

Mailing Address

Name: _____ _____ _____
      (Last) (First) (MI)

Address: _____

City: _____ State: _____ Zip: _____ - _____

Job Title: _____ Organization: _____

Highest Degree: _____ Year Granted: _____ Institution: _____

Telecommunications

Office: ( ) _____
Fax: ( ) _____
E-mail: _____
Home: ( ) _____

Society Status: ☐ Associate ☐ Member ☐ Fellow

Committee Preference: If you have preferences concerning placement on committees, please indicate them by writing the number 1, 2, and 3, respectively, by the names of your first, second, and third, most preferred committee assignments. Note, however, that you need not provide these rankings if you are indifferent about committee placement.

_____ Awards	_____ Education & Training	_____ Professional Practice	_____ Scientific Affairs
_____ Committee on Committees	_____ Fellowship (Fellows only)	_____ Program (APA Meeting)	_____ State Affairs
_____ Continuing Education & Workshops	_____ Membership	_____ Program (SIOP Conference)	_____ TIP Newsletter

_____ **Please check here if you would be willing to serve as a mentor for a new SIOP member.**

Prior Society Service: If you have previously served on SIOP committees, please list their names and the years you served.

_____
_____

Prior APA/APS Service: If you have previously served on one or more APA or APS boards or committees, please list their names and the years you served.

_____
_____

References: Please provide the names and addresses of two Members or Fellows of the Society who the Committee on Committees may contact to obtain additional information about you.

Name	Address	City	State	Zip

Your Signature: _____ Date: _____

Please mail or fax the completed form to: SIOP Administrative Office, PO Box 87, Bowling Green, OH, 43402-0087.
Fax (419) 352-2645. If you need further assistance call (419) 352-1562.

Application for Membership

Society for Industrial and Organizational Psychology, Inc.
Division 14 of the American Psychological Association
Organizational Affiliate of the American Psychological Society

Mailing Address

Name: _____
Address: _____

Telecommunications
Office: _____
Fax: _____
Email: _____
Home: _____

City: _____ State: _____ Zip: ____ - ____

Current APA ☐ Fellow ☐ Associate   Current APS ☐ Fellow   Current CPA ☐ Fellow
Status: ☐ Member ☐ Foreign Affil.   Status: ☐ Member   Status in I/O ☐ Member
                                                                Section*

Check status in SIOP for which you are applying: ☐ Member ☐ Associate ☐ Foreign Affiliate
(Please refer to SIOP membership criteria)

Note. Show any additional information to support your application on separate single-sided page(s).

Educational Background (List graduate education first)

Institution	Degree	Date	Major Area of Specialization

Professional Experience (List present position first)

Employer*	Title	Dates From	To
1.			
2.			
3.			

*Attach additional, single-sided page(s) that describes briefly the duties of each job. Identify by the above numbers.

In making this application, I subscribe to and will support the purpose of the Society, "to promote human welfare through the various applications of psychology to all types of organizations.. " I also subscribe to and will support the American Psychological Association's Ethical Principles of Psychologists as adopted by APA and endorsed by the Society. I affirm that the statements made in this application correctly represent my qualifications for election, and understand that if they do not my membership may be voided. I authorize investigation of all statements contained in this application.

Date: _____   Signature _____

Return your application to: SIOP Administrative Office, P.O. Box 87, Bowling Green OH 43402.

The Role of the IO/OB Conference in the Society: A Perfect Fit

William Shepherd
Bowling Green State University

The I/O graduate students at Bowling Green State University were proud to host the Seventeenth Annual Industrial/Organizational Psychology and Organizational Behavior (IO/OB) Graduate Student Conference. This year's conference theme, "Blending Academic and Applied Perspectives: Practicing Science and the Science of Practice," reflected the scientist-practitioner model that is valued by many Society members. We would like to briefly review this year's conference and highlight the conference's role in complementing and strengthening the Society.

We feel confident in assuming that a significant proportion of Society members have participated, as either hosts, presenters, or invited speakers, in the IO/OB conference. For those of you who are not familiar with IO/OB, the conference is organized and attended by graduate students from the organizational sciences. The conference hosts bring in well known speakers from the field; provide a forum for student research at all stages of completion; and organize social activities that will allow graduate students to meet their peers from other programs. We believe this year's conference met all these goals and we would like to review the speakers, workshops, research, and social activities at this year's conference.

We were fortunate to have three excellent keynote addresses, as well as several great workshops. Bob Guion opened the conference on Friday by outlining a straightforward approach to designing a corporate selection system that was a perfect blend of research and practice. On Saturday, Ed Salas kept the post-lunch crowd awake with a lively address entitled: "Having Fun Practicing Science: A Top Ten List." This list included serious items such as having a passion for your work. He also presented a secondary list of ways to identify if you are having TOO much fun practicing science (e.g., "Your friends call you Liz...short for LISREL"). Susan Jackson delivered the closing address on Sunday and provided students with an update of her teams and diversity research and how it blends science and practice.

On Saturday afternoon, a series of workshops, designed to reflect the conference theme, were held. Laura Mattimore and John Callender (Procter & Gamble) and John Arnold (HRStrategies/AON) discussed the challenges of working as internal and external I/O psychologists, respectively. Ann Marie Ryan presented a field study assessing applicant reactions to ability testing and Glen Varney talked about organizational

development consulting. Finally, Milt Hakel reviewed the publication process and urged students to publish their research.

In addition to speakers and workshop presentations, over 60 research papers were presented on Saturday and Sunday. Graduate students presented papers on a diverse range of topics, including personnel selection, criterion development, motivation, work attitudes, and family and gender issues. The students delivered 12 minute presentations before groups of up to 25 people and then fielded audience questions. The papers were first rate and both the presenters and those in attendance had an opportunity to learn.

The IO/OB conference is more than attending workshops and presenting papers. It is also about turning peers and colleagues into friends. On Friday evening, students mingled at a wine and cheese hosted by the Vandaveer Group. On Saturday, a chartered bus delivered students to a local comedy club and a Toledo Storm hockey game. We realize Toledo is not as glamorous as some past IO/OB locations (e.g., Chicago, Denver), so we appreciated the strong attendance. Some students actually attended during their Spring Break. Hmm, Fort Lauderdale or Toledo: these people must be serious about I/O psychology!

The Society is complemented and strengthened by the key elements of the IO/OB conference: quality speakers, student presentations, and social activities. First, the conference attendees benefited by having an opportunity to socialize with and ask questions of a distinguished list of speakers. The conference speakers were extremely supportive of the conference and seemed to enjoy the chance to interact with enthusiastic, young I/O psychologists. Second, the IO/OB conference welcomes papers at all stages of completion and this format provides a forum for work that is well honed, as well as research that is in its early stages. Many students commented on how much they learned from presenting and answering questions in an informal setting. These experiences strengthened the presentation and research skills that the students will use throughout their careers. Finally, the friendships and professional relationships that graduate students develop can lead to cross-institutional research. The conference provides an opportunity for I/O students to meet students from organizational behavior and organizational development programs. Early exposure to multiple paradigms can help students develop an awareness of the diversity of research and perspectives in the organizational sciences. This breadth can only strengthen the Society. Numerous students with similar research interests exchanged e-mail addresses at the conference and plan to collaborate in the future. It was a pleasure for us to see many familiar IO/OB faces at the SIOP conference this year.

In summary, the IO/OB conference is an excellent opportunity to hear and meet accomplished I/O psychologists, present and listen to student research, make friends, and have fun. The graduate students at Bowling Green have prepared a "living document" that details the steps needed to

The Student Network

Greg E. Loviscky
Pennsylvania State University

Bryan C. Hayes
Old Dominion University

As I-O psychologists-in-training, many of us are aware of the advantages of conducting research in applied settings. These advantages aid in the pursuit of career goals, whether they are applied or academic. However, in order to conduct research in organizations we must overcome numerous hurdles that do not exist when we use the subject pool on campus. This article identifies several potential pitfalls, and offers suggestions from current and former I-O students for circumventing them. We hope this article will provide insight that will facilitate your own research in organizations for your thesis, dissertation, and other research endeavors.

Before we begin, a brief note about the Student Network column in the last issue (January, 1996). A portion of the article was erroneously omitted. We apologize to the authors. A complete copy of the article can be obtained from us by e-mail (BCH100G@ODUVM.CC.ODU.EDU).

Organizational Research from a Student Perspective

Daren M. Easterling*
University of South Florida

Ketty Russeva
Baruch College

As students of I-O psychology, we anticipate a future of working with organizations. We anxiously await this time and leap at opportunities to do internships and research in organizations. This article will discuss some of the issues involved in conducting research in an organizational setting by addressing the steps, pitfalls, and benefits one needs to be aware of in order to successfully enter the organization and complete the process.

We interviewed current and former I-O graduate students who collected data for their theses/dissertations in organizations. Most agreed that collecting data at an organization involves an entirely different process as

* Please note that the authors contributed equally to the article, and that the authors' names are listed in alphabetical order

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host the conference and provides suggestions on ways to improve future conferences. We have passed this document on to next year's host, Radford University. We wish them good luck and feel confident that they will improve upon our efforts. Finally, we encourage all students to consider attending and all faculty to support next year's conference at Radford University.

Have you visited the TIP site on the World Wide Web?

URL http://cmit.unomaha.edu/TIP/TIP.html

Student-Organization Match: Somewhat related to the issue of gaining access to an organization is the match between the student's ideas and the organization's interests. Before all, the student needs to be able to sell his/her research ideas, skills, and expertise by demonstrating how the organization can use and benefit from the research. A suggestion was made that students need to be aware of his/her interests, start working for an organization which has similar interests, and look for projects, once access is gained (e.g., through an internship), that will suit both the student and the organization. Think of yourself as a consultant who is selling a service and try to do your best in identifying the organization's interests and needs.

An organizational analysis or interview were discussed as important avenues for students. In an interview, inquire about specific organizational concerns and interests. This information can help tailor one's research ideas to something the organization finds valuable. Students who participated in our interviews consistently suggested offering benefits to the organizations as a way of gaining access and approval of research ideas. The organizational analysis or interview is essential in this respect so that the student is able to demonstrate what's in it for them. Sometimes, students say, the organization can be pleased with information as simple as employee demographics. However, it is more typical for students to offer the results of their study to the organization as an incentive for participating. Even so, organizations may be uninterested in one's project and will need something more to get convinced.

One student offered to enclose a one-page survey on any topic of interest to the corporation, to run analyses on the survey, and to produce a report specific to the organization. Another student offered analyses, as well as charts and graphs for their company and its relation to the industry's aggregate. Some students indicated that they designed their own instruments and attached them to an already existing procedure. Others started from the beginning and "carved out" the research in a way that allowed them to accomplish both their agenda and that of the organization as well. These are only a few examples of how to be creative when establishing a student-organization fit.

Other valuable information can also be obtained from an organizational analysis. A student can assess the organization's history of prior studies and experience with research. Knowledge of the organization's history with studies, surveys, and interventions can reveal how comfortable the employees are with organizational research, how suspicious they are of researchers, how knowledgeable management is of studies and research, and how helpful they will be. It is important to consider this organizational information in designing a field study. Finally, an organizational analysis allows an examination of the possible organizational consequences by first interviewing employees prior to research participation.

compared to using the available subject pool at school. Although it was more difficult because of the uncertainties in organizational life and the flow of work, which is not typically conducive to data collection, it was also more rewarding and more useful in the long run. Generally, the I-O students expressed that the process was worth the time and effort, given what they learned. Following are the common themes and learning experiences that emerged.

Gaining Access: A commonly addressed issue during our interviews was how to get an organization to support our research by giving us access to their employees. Perhaps the most important step a student needs to take in collecting data in an organization is getting "a foot in the door." Because it was indicated that organizations were more likely to act favorable toward someone who has a personal history with the organization, students placed a great emphasis on networking. After all, it's who you know, right?

There are two networking sources that are ordinarily available to all graduate students: professors and other graduate students. Getting to know your professors—what their interests are, what organizations and/or practitioners they have worked with, and what their current grants and projects are—can be a tremendous head start in determining which organizations are possible candidates for research and who are the major players within those organizations. These professors may agree to be used as references or help set up interviews with organizations.

In addition to professors, other graduate students can be an invaluable source of information and access. Keep informed of where your fellow students do research and internships. These individuals do not necessarily need to be I-O students; other areas of psychology can be useful as well. Ask other students about their experiences in organizational settings, what their positions were, what they did, what problems they encountered, and what the benefits were. Find out which organizational members they felt were helpful, as well as detrimental, to their projects. In addition to these sources, students have suggested joining and participating in professional and non-professional organizations (e.g., regional I/O, HRM, OB interest groups, the Chamber of Commerce).

Once potential targets have been identified, one can begin the process of marketing their ideas to organizations for research purposes, as well as internships. Gaining trust can be an integral part to gaining access. Be prepared to give the organization as much information as possible about your ideas, intentions, goals, and purpose. True, more information may be more persuasive, but the goal is to be open and straightforward with the organization. Making the organization aware of current findings in the field may also be beneficial in persuading them to participate in your research. At the same time, we caution against barraging organizational members with information that may be of little use. Making a person feel uneducated or inferior is probably not going to be to anyone's advantage.

that the specific circumstances under which the data are gathered can be a significant concern in data collection. Specifically, the student explained the different processes of collecting data from managerial as opposed to nonmanagerial employees. If the nonmanagerial employees are unionized, the union may request to take an active part in the research. The student is then expected to address union as well as management concerns.

Another issue related to data collection in a field setting is the changing demands of today's organizations. High employee turnover may cause a frustrating situation for a student, especially if the research is longitudinal. Small sample size, employee resistance, and a number of other related issues may also surface. One student told of her experience of having to start her dissertation over after the company decided against the project before she was able to complete it. Flexible thinking and adaptability could go a long way in completing a dissertation/thesis.

Even with apparent difficulties, there are still benefits to conducting research in a field setting. They include: greater generalizability of findings, easier access to outside readers, complimenting ties between academia and "the real world," and last but not least, establishing a network to market oneself. Sometimes the research may become highly visible and the student may be asked to continue the work by designing and implementing an intervention, and then reporting the research findings. What a great way to start all over again!

Submissions Deadline
for the
1997 SIOP Annual Conference
is
September 20, 1996

Students acknowledged that sensitive research topics/questions (e.g., downsizing, pay equity, harassment), were more difficult to approve than the benign ones. Participants become increasingly concerned with the issue of confidentiality in such cases. They believe that the company may hold their responses against them and thus are reluctant to participate. Attending to the importance of topic sensitivity is even more imperative at a time when organizations are in a constant state of change and employees at all levels are at risk of losing their jobs. It is only to the student's benefit to make sure the organization is aware of his/her sensitivity to any present situations they may be facing such as lawsuits or downsizing.

Data collection: The next logical step in conducting organizational research is the actual collection of data. Some believe this step to be the most challenging of all when conducting research. Therefore, one needs to be prepared for the realities of the workplace, such as time constraints, resistance, social demands, and other problems inherent in field settings. Of initial importance is the concern of who will have access to the data. This issue should be decided prior to data collection. Employees will want to know if their responses are to be kept in confidence from the employer. Moreover, there may be legal issues to consider if the employer insists on using the data for purposes other than research. Finally, if the student is able to retain the data, it can be used in future research.

Another important issue a student should consider prior to data collection is the time frame. The time line for data collection needs to be a realistic projection for both the student and the organization. That is, the student should have personal deadlines pertaining to his/her available time in the organization, as well as academic program requirements. The student should be aware of organizational deadlines to produce and deliver certain results to internal or external clients, so that she/he is able to adjust his/her personal time frame. It is imperative that the student researcher remain informed about changes in the organization which may affect not only the data collection but, more importantly, the results of the research.

On the other side, some of the former students we interviewed pointed out that it is possible to finish a dissertation/thesis before an organizational project is actually completed, if that student's research was a smaller part of a larger endeavor. In this case, the student may elect to spend more time with the company because of a sense of responsibility for the work. By this time, the student has become associated with that particular project and is now considered an expert on the topic. All of these issues need to be addressed before the initial agreement with the organization is drafted. Special emphasis needs to be placed on how demanding the data collection process is going to be in order to allocate the necessary time for it.

Miscellaneous Issues: A variety of other issues were identified as important by various students interviewed, but they were less pervasive than the previously discussed ones. For instance, one interviewee indicated

Locating Measures Used in I/O Psychology:
A Resource Guide

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Suppose you have developed hypotheses and specified the relevant research variables you want to study. Assume you want to use existing or published measures of these variables but have found none. The purpose of this guide is to outline the resources available and steps for finding suitable measures.

There are four sources of information to sample to locate measures such as survey questionnaires and scales. These sources include (a) journal articles, (b) reference books and computer databases containing questionnaires and scales, (c) publishers of tests and inventories, and (d) the World Wide Web.

Journal Articles

The best source of measures is academic journals that publish articles involving I/O psychology and related fields, such as human resource management. An efficient method for locating measures in such journals is a computerized literature search using databases such as *PsycLIT*. *PsycLIT* database contains article abstracts from over 950 behavioral science journals. To undertake a search, use the *PsycLIT* thesaurus to identify keywords that describe your research variables,for example, "job satisfaction." Then, combine these keywords with words descriptive of measures, such as, "scale," "questionnaire." For instance, the following *PsycLIT* (Silver Platter version) search command will produce several hundred articles that employed a job satisfaction measure: *job-satisfaction and questionnaire*- or survey*- or measurement- or scale**. (The use of * is a *PsycLIT* command that looks for singular as well as plural word forms.)

"I found an article that used a measure that I would like to use, but it did not provide a copy of the measure. Now what?"

This situation may happen to you. If so, you have at least three choices:
1. Contact the article's senior author by telephone, e-mail, or letter, and ask for a copy of the measure and permission to use it. All journal articles provide authors' affiliations; most give mailing addresses as well. Some journals (e.g., *Journal of Applied Psychology*) provide e-mail addresses when available. If an article is more than one-year old, check the senior author's current mailing address in the membership directory of a national

Publishers of Tests and Inventories

Test publishers distribute inventories and scales as well as tests. For example, a test publisher may publish a measure that concerns work motivation. For this reason, test publishers' catalogs are a prime source of measure availability. A comprehensive search for a measure should include a review of testing organizations' catalogs. A list of test publishers' mailing addresses for obtaining product catalogs is in the current edition of the *Mental Measurements Yearbook*.

World Wide Web

Survey measure sources also reside on the World Wide Web. For example, in the field of management information systems (MIS), there are two web sites that provide measures of constructs associated with user reactions to computer systems. These are:

1. http://www.ucalgary.ca/~newsted/surveys.html. This site provides a listing of constructs or attributes relevant to information systems research. Users simply choose a desired construct, and a measure of that construct is displayed. Only measures published in research journals are in the database.

2. http://www.misq.org/archivist/home.html. As a branch of *MIS Quarterly* (an MIS research journal), *MISQ Archivist* serves as a repository for data and measures from articles submitted to the journal. The site may be useful in locating a specific measure published in *MIS Quarterly*.

Other web sites, similar to the MIS sites mentioned above, will likely be created in other disciplines in the future. Researchers should monitor the web for such developments.

"If I find a suitable measure, do I have to get permission to use it?"

The answer to this question is "Yes." If the measure you want to use is available from a commercial vendor, you may be able to buy it. (Students purchasing a measure for research purposes may be eligible for a discount.) By buying a measure, you have the right to use it for your research purposes. Note, however, that many publishers require potential purchasers to establish their qualifications to use some measures.

As we suggested earlier, if a measure is in a copyrighted publication, users have the responsibility for contacting its author and requesting written permission for its use. If the author cannot be reached, contact the publisher of the journal in which the article appeared.

Conclusion

Whether as an I/O student, researcher, consultant, or practitioner, most of us have been faced with the problem of identifying an appropriate measure to assess a particular variable. If you have not faced this problem,

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association, such as the *American Psychological Association Membership Directory* or the *Academy of Management Membership Directory*.

2. Look for a copy of the measure in another reference source (see the Appendix).

3. If you cannot contact the senior author (or co-authors) or find the measure in another source, try to construct a facsimile of the measure by carefully studying the article's content. Authors describe their measures and scoring procedures in the article's Method section. Furthermore, additional measure information may be obtained from other sections of the article. For example, as part of their statistical results, authors may report in a table the individual items composing a measure. Thus, by piecing together information from various parts of an article, you may be able to reconstruct a measure.

Reference Books and Computer Databases

Another important source for measures useful in I/O psychology research is reference books. There are a number of published reference works containing intact questionnaires and scales or citations to literature sources using these measures. The Appendix lists reference sources containing relevant I/O psychology measures.

Although some of the references given in the table have the word "tests" in their titles, they also contain measures that assess characteristics other than cognitive abilities. Indexes within these sources aid in identifying appropriate measures. The Score Index in the *Mental Measurements Yearbook*, for example, is a useful measure identification tool. To employ the Index, think of appropriate names and synonyms of your research variables (e.g., "job satisfaction," "job attitudes," "morale"). Look for these names in the Index. Then, use the reference information cited in the Index to review relevant measures.

Along with *PsycLIT*, other databases can also help locate suitable measures. These databases include:

1. *Dissertation Abstracts on Disk*
2. *Abstracted Business Information* (ABI Inform Database)
3. *Health and Psychosocial Instruments on CD-ROM* (HAPI Database).

Each of these databases makes use of search procedures similar to those outlined for *PsycLIT*. *Dissertation Abstracts on Disk* covers U.S. doctoral dissertations published since 1861. The ABI Inform Database contains abstracts of over 1,000 business-related magazines, trade publications, and journals. The HAPI Database (accessible through BRS Information Technologies and available at many libraries) gives information on over 15,000 measures.

Lake, D. G., Miles, M. B., & Earle, R. B (1973) *Measuring human behavior: Tools for the assessment of social functioning.* New York: Teachers College Press.

Miller, D. C. (1991). *Handbook of research design and social measurement* (5th ed) Newbury Park: Sage.

Murphy, L. L., Conoley, J. C., & Impara, J. C. (Eds.). (1994). *Tests in print IV: An index to tests, test reviews, and the literature on specific tests.* Lincoln: Buros Institute of Mental Measurement.

Price, J. L., & Mueller, C. W. (1986). *Handbook of organizational measurement.* Marshfield, MN: Pitman

Robinson, J. P., Shaver, P. R., & Wrightsman, L. S. (Eds.). (1991). *Measures of personality and social psychological attitudes.* San Diego: Academic Press.

Schutte, N. S., & Malouff, J. M. (1995) *Sourcebook of adult assessment strategies.* New York: Plenum Press.

Shaw, M. E., & Wright, J. M. (1967). *Scales for the measurement of attitudes.* New York: McGraw-Hill.

Straus, M. A., & Brown, B. W. (1978). *Family measurement techniques: Abstracts of published instruments, 1935-1974.* Minneapolis: University of Minnesota Press.

Sweetland, R. C., & Keyser, D. J. (Eds) (1991). *Tests: A comprehensive reference for assessments in psychology, education, and business* (3rd ed.). Austin: Pro-Ed.

Touliatos, J., Perlmutter, B. F., & Straus, M. A. (1990). *Handbook of family measurement techniques.* Newbury Park, CA: Sage.

Wylie, R. (1989). *Measures of self-concept.* Lincoln: University of Nebraska Press.

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odds are you will. We have attempted to outline an approach to help you in your search. Obviously, there are no guarantees, but use of the strategies and resources identified here should enhance your chances of measure identification success.

Appendix

Reference Sources of Existing Scales and Questionnaires

Antonak, R. F., & Livneh, H. (1988). *The measurement of attitudes toward people with disabilities: Methods, psychometrics, and scales.* Springfield, IL: C. C. Thomas.

Bearden, W. O., Netemeyer, R. G., & Mobley, M. F. (1993). *Handbook of marketing scales: Multi-item measures for marketing and consumer behavior research.* Newbury Park: Sage.

Beere, C. A. (1990). *Gender roles: A handbook of tests and measures.* New York: Greenwood Press.

Beere, C. A. (1990). *Sex and gender issues: A handbook of tests and measures.* New York: Greenwood Press.

Bonjean, C. M., Hill, R. J., & McLemore, S. D. (1967). *Sociological measurement: An inventory of scales and indices.* San Francisco: Chandler

Bruner, G. C., & Hensel, P. J. (1992). *Marketing scales handbook: A compilation of multi-item measures.* Chicago: American Marketing Association.

Buros, O. K. (Ed.). (1975). *Personality tests and reviews* (Vols. 1-2). Highland Park: Gryphon Press.

Buros, O. K. (Ed.). (1975). *Vocational tests and reviews.* Highland Park: Gryphon Press.

Chun, K., Cobb, S., & French, J. R. (Eds.). (1975). *Measures for psychological assessment: A guide to 3,000 original sources and their applications.* Ann Arbor: Institute for Social Research.

Comrey, A. L., Baker, T. E., & Glaser, E. M. (Eds.). (1973). *A sourcebook for mental health measures.* Los Angeles: Human Interaction Research Institute.

Conoley J. C., & Werth, E. B. (1995). *Family assessment.* Lincoln: Buros Institute of Mental Measurements.

Cook, J. D., Hepworth, A., Wall, J. D., & Warr, P. B. (Eds.). (1981) *The experience of work: A compendium and review of 249 measures and their use.* New York: Academic Press.

Educational Testing Service. (1993). *ETS test collection catalog* (2nd ed.). Phoenix: Oryx Press.

Educational Testing Service. (1975). *Tests in microfiche.* Princeton: Educational Testing Service.

Fischer, J., & Corcoran, K. J. (1994). *Measures for clinical practice: A sourcebook* (2nd ed). New York: Free Press.

Goldman, B. A., & Mitchell, D. F. (Eds.). (1974-1995). *Directory of unpublished experimental measures* (Vols. 1-6). Dubuque, IA: William C. Brown.

Hetherington, G. (Ed.). (1984). *Survey item bank: Measures of satisfaction* (Vol. 1). Bradford, England MCB University Press.

Hetherington, G. (Ed.). (1984). *Survey item bank: Measures of organizational characteristics* (Vol. 2). Bradford, England: MCB University Press.

Hogan, J., & Hogan, R. (1990). *Business and industry testing: Current practices and test review.* Austin: Pro-Ed.

Keyser, D. J., & Sweetland, R. C. (Eds.). (1984-). *Test critiques.* Kansas City: Test Corporation of America.

Kramer, J. J., & Conoley, J. C. (1995). *The twelfth mental measurements yearbook* (12th ed.). Lincoln: Buros Institute of Mental Measurements.

From Both Sides Now:
The Employee Interview—the Great Pretender

Allan H. Church

What is one of the first things you think of when you meet someone new? The length of time that direct eye-contact is made? The level of attractiveness of the person facing you? The personal style or taste in outerwear? For me, all first impressions (and most re-acquaintances as well) are subjected to the "handshake" test. Thanks in large part to the efforts of my parents to educate their son in the ways of the "firm—not too hard, not too soft, and not too long" hand-to-hand greeting in preparation for that first meeting with an admissions officer or that first job interview, I now apply the "handshake" test to everyone with whom I come in contact (assuming I shake their hand, that is). While I would clearly be exhibiting a bias (not to mention being foolish) if I were to truly believe that the type of handshake offered translates to anything remotely related to job performance or effectiveness; this is, in effect, comparable to the myriad of individualistic and idiosyncratic criteria that people, and especially managers, use throughout the employee interviewing process to make judgments about a candidate's suitability to the task.

Almost everyone has had at least one interview with a prospective employer in his or her life (if you haven't, I'd sure like to know why!) and can attest to the peculiarities of the process. There always seems to be some off-the-wall question, perception of a hidden agenda on the part of the manager, or fear that one didn't put one's "best foot forward" during the interview. Moreover, many of us have had experiences on the other side of the hiring process as well. It is quite disheartening to realize after a long protracted interviewing and screening process, for example, to learn that employee chosen for the job is either (a) leaving for another position that he or she REALLY wanted but was settling for yours in the meantime or (b) far less competent and effective than they "seemed" during the interviews. The use of this terminology, of course, highlights the very problem with many typical interview methods—they don't work all that well. Many people dread them for these very reasons. Moreover, individuals on both sides of the interviewing fence are constantly seeking advice on how to improve their chances for a successful outcome (i.e., get hired by the best and hire the best) and avoid the host of biases and potential pratfalls that can accompany these methods. And yet, the employee interview is probably one of the single most widely used "techniques" in organizations today and has remained relatively unchanged for decades.

Rather than pontificate further on the subject, I decided to let some experts take a crack at exploring the issues inherent in the interview conundrum. Thus, the questions posed for this discussion were as follows:

Despite all the problems and biases inherent in the interview process:

(a) Why do managers continue to use employee interviews as one of the primary mechanisms and determining factors for personnel decisions in organizations?

(b) Why do I/O psychologists continue to focus their research efforts on improving the interview process, when the results from these studies and models do not appear to have had a significant impact on the general practice (i.e., as experienced by the average manager or employee) of interviewing in organizations?

(c) What can practitioners and managers do to make the interview a more valid and reliable methodology, and/or translate research findings into everyday practice?

The first contributor to this discussion is **Philip Roth**, Associate Professor of Management at Clemson University. Phil's comments are direct and to the point regarding the whys and wherefores of the interviewing process.

Question a: I think multiple reasons exist. Here are a few.

1. Managers believe that interviews are valid predictors of job performance and McDaniel et al.'s (1994) meta-analytic research with 100+ studies and many thousands of subjects seems to suggest they are often right, with corrected validities of .33 for unstructured and .44 for structured interviews. Overall, it appears that interviews are more valid than previously thought.

2. Many managers are convinced that "I'm a pretty good judge of character." Thus, even if most interviews are not particularly valid, THEIRS are.

3. Interviews allow managers and practitioners to look at social skills that are not apparent on resumes by college students and many applicants. For some reason, many managers believe they are pretty good judges of character (e.g., Medley, 1992). In general, however, I don't think they are especially adept at judging personality variables in the interview. In fact, I think clinical psychologists probably have a hard time doing this and they are trained to make these assessments.

4. Managers believe they are not as likely to be sued (either that they do not believe the same legal standards apply to interviews as tests or that applicants take interviews as a matter of course and are less questioning of them).

Question b: Several thoughts on this one.

1. The question implicitly assumes that the reason we do research is to have it utilized by organizations (and this is one reason), but we as scientists also have a goal of understanding and improving hiring

processes regardless of use by a business community that can be either (at times) uninformed or faddish.

2. To some extent, I disagree that there is no effect. Lots of big organizations are turning to behavior description interviews. Procter & Gamble, First Union Bank, and Coopers & Lybrand (a Big 6 accounting firm) are all examples of firms using structured or semi-structured behavioral interviews.

3. Management attitudes block development of interviewing; most managers don't understand that interviewing is a skill. There is an implicit theory that business people know how to interview as soon as they are promoted to manager or recruiter (humorously put, the interviewing fairy appears and bonks you with the magic interviewing wand). Thereafter, one "knows" how to interview and needs no training.

4. Many managers believe that unstructured interviews are better gauges of personality and, hence, better predictors of performance than structured interviews. Structured interviews suppress the emergence of applicants' personality (e.g., Medley, 1992).

Question c:

1. Spread the word that it is a skill that needs to be developed with training. This may begin to change the mental set that people spontaneously learn interviewing through a visit from the interviewing fairy. I would suggest training that incorporates the opportunity to practice asking either situational or behavioral questions and the opportunity to get feedback (e.g., videotaping). Add a little bit about legal issues in the interview and you should have a pretty solid training program.

2. Structure them! Roughly 70% of interviews are still unstructured.

3. Use behavior description of situationally developed interview questions.

Gerald Ferris—Professor of Labor and Industrial Relations, Business Administration, and Psychology and Caterpillar Foundation University Scholar at the University of Illinois at Urbana-Champaign—provided the following argument for the continued existence of the interview system based in large part on the notion of flexibility and freedom. He also addresses the ever elusive issue of "fit."

Question a: I believe the employment interview enjoys widespread use (and will continue to) as a human resources staffing decision-making tool, for several reasons. First, the interview provides managers a considerable degree of flexibility in their decision-making process, in contrast to testing and assessment instruments, for example. Fundamentally, I think managers have a strong interest in maintaining freedom and flexibility, and react negatively to procedures they feel are rigid

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and constrain their flexibility. This feeling probably stems from their perceived need to be able to respond to dynamic work environments, which are changing in a number of ways today with respect to human resources issues. A number of authors have written about the de-jobbing of organizational America, whereby the job as we know it will cease to reflect the most appropriate way to package work. In its place, we will focus more on fluid roles and rotating/changeable responsibilities as we allocate human resources among new and evolving project clusters.

If, indeed, we see such notions transpire, then it seems that the quality of staffing decisions will be at least partially a function of managers' ability to assess "fluid fit" of a candidate with a future scenario of changeable work demands. It is difficult to see that a particular assessment device would be flexible enough to add meaningfully to such a prediction and decision. But the interview will probably be the principal tool employed. We already see organizations focusing on hiring for fit, values, culture, and such, which suggests we are already making efforts to acknowledge that we need more flexible alternatives to the more rigid hiring processes for specific (and implicitly unchanging) job requirements. However, there remain challenges to the use of such approaches. A critical issue is that we quite often see little if any attempt to define what is meant by fit. Instead, managers or recruiters who employ such criteria frequently resort to such definitional attempts as "Well, I can't articulate it, but I'll know it when I see it." In fact, Tim Judge and I tried to make sense of the "elusive criterion of fit" in a recent article on the interview (Judge & Ferris, 1992), which suggested that leaving such criteria undefined can pose problems for both the candidate and the organization. One aspect of this problem is that if fit is allowed to remain vague and ambiguous, it can be manipulated through active impression management efforts of job applicants to exercise control over interviewer decisions.

I believe a second reason for the continued use of the employment interview by managers is their genuine belief in their ability to make better decisions than can result from the use of testing and assessment devices. Many people believe themselves to be excellent judges of human character, and managers and recruiters who have interviewed a lot probably feel that way more than most. So, it is often a hard sell to convince these people that there are superior alternatives to interviewer judgments.

Questions b and c: I think it is quite appropriate for I/O psychologists to continue to focus research attention on the employment interview. For example, to the extent that active efforts by job applicants to influence interviewer ratings go on, we need to know much more about the dynamics of such processes, and what the boundary conditions are.

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This is an area of interview research that has been largely ignored until relatively recently. Also, we do know some important things from prior research on the interview that can be of use to managers. The use of situational interviews to create realistic contexts in which to observe simulated job behavior can be a quite powerful and effective tool, and I see increased use of such approaches in organizations today. Finally, I also think we see much less of the free-floating, unstructured interview approach today and more of an effort to restructure the content. Structured formats can have a favorable effect on reliability.

All in all, the interview has been with us for many years, and it shows no signs of reduced use. The realization that managers and recruiters in organizations will never stop using the interview, and that it will remain the most frequently used human resources staffing tool, should be reason enough for organizational scientists to continue their efforts to develop a more informed understanding of this important process.

Moving to the external consultant's view, Elaine Pulakos—currently Director of Personnel Decisions Research Institutes' Washington DC office—echoes and further elaborates on a number of the points raised above. The primary focus of her comments, however, are on the lack of practical application and impact that much of our research efforts in I/O psychology (including interview research) have on contemporary organizations.

Question a: To put it simply, managers "like" interviews—they provide an opportunity to "sum up" job applicants in person. Many hiring officials are unwilling to extend employment offers without such face-to-face contact. In addition, most managers feel they are good interviewers, often having their own set of "pet" questions and evaluation criteria they are convinced identify the best applicants for a job.

Of course, the I/O literature shows that typical, unstructured interviews have poor validities, and many managers are not particularly good interviewers. Managers are frequently surprised to learn about interviewing research results; most do not realize there are problems with interviews. Unfortunately, even when confronted with this information, many managers discount it—the research literature "must be based on other folks who don't know how to conduct good interviews." Thus, managers like interviews and think they are good selection devices. This is why interviews are used extensively to make personnel selection decisions.

Questions b and c: The issue of why we keep doing empirical research is separate from the issue of why this research may be having less impact than it could. As industrial and organizational psychologists, part of what we do is to conduct research that results in the creation of new

methods and improvement of old methods for making effective personnel decisions. The research should continue.

The issue of the impact of our work is troubling, and it is not limited to employment interviewing; it is a pervasive problem that affects the field of I/O psychology as a whole. I/O research is not well packaged for, or marketed to, the "average manager or employee" in organizations. Managers do not read *Journal of Applied Psychology*, *Personnel Psychology*, or other outlets for I/O research. Corporate personnel read *Fortune, Forbes, Business Week*, the *Wall Street Journal*, and similar publications. Some organizations are astute or lucky and "happen upon," an I/O psychologist to guide and inform them about effective human resources practices. Many (perhaps most) others rely on getting their information from popular publications or large business-oriented consulting firms, within which I/O psychologists are not well represented.

Another more specific problem concerning the impact of our interviewing research is that the interviews I/O psychologists often recommend (i.e., structured interviews that have shown good validity) tend to meet with resistance. Managers want flexibility to ask questions they feel are appropriate and evaluate applicants on criteria they feel are most relevant. Sometimes the criteria are job relevant; sometimes they are not. When it is possible to convince organizational members to try a structured format, however, they become "converts." Managers end up concluding what we already know; that is, asking applicants structured, job-relevant questions and evaluating them on standardized criteria provide an efficient mechanism and very good information on which to based hiring decisions.

In summary, I/O research in general and interviewing research in particular are not having the impact they could because many managers do not know or appreciate what I/O psychology has to offer. We need to take steps to better ensure that our research has a more significant impact on organization practice. This means making I/O psychology accessible to managers by educating them about how it can improve business practices, writing feature articles for popular business publications, giving seminars targeted to managers on key HR issues, and other such activities. Another promising avenue is to ensure that I/O psychology methods and techniques are well represented in undergraduate and graduate management textbooks and courses. This is where future managers and HR professionals are first exposed to effective business practices. We also need to persuade our clients to try the methods we know will produce good results, even in the face of initial resistance. Finally, showing that our methods improve organizational effectiveness and bottom line results is a key selling point for many organizations.

The final comments for this discussion are provided by **Robert Dipboye**—professor and chair of the psychology department at Rice University. Bob points to a number of very positive factors that reinforce the use of unstructured interviews (i.e., the "bad kind") in organizations, and cautions us against becoming too controlling and overbearing in our quest to improve the interview process.

Organizational Barriers to Implementing Interview Research. Selection interviews have been the target of almost a century of research by I/O psychologists. This attention is warranted when one considers the central role that the interview plays in selection processes. Not only is the interview widespread, but other techniques, such as cognitive tests, often influence final decisions only after passing through the lens of an interviewer's judgments (Dipboye, 1992). Through structuring interviews, practitioners can reduce or avoid these biases by (a) focusing on KSAs of the job, (b) having interviewers ask the same questions and use the same rating scales, (c) developing scoring keys for evaluating applicant answers in behavioral terms, (d) using multiple interviewers, (e) eliminating extraneous conversation with the applicant, and (f) withholding the application and other information that might bias impressions.

The research on interviews has had an important impact on everyday selection practices in organizations, which can be seen in the content of interviewer training programs, the how-to literature, and the increasing use of structured interviewing methods. Nevertheless, it is ironic that, despite the evidence to support structured approaches (Huffcutt & Arthur, 1994), the casual conversation continues as the dominant mode of employee selection. A recent survey conducted by Stacy Jackson and myself found that the practitioners we sampled believed that the interview was far superior to other approaches (e.g., intelligence tests) and tended to endorse unstructured interview practices. Part of the problem may be that the validity data presented on behalf of innovative selection procedures are not persuasive and that utility analyses are needed to convince decision makers. However, a more fundamental reason that unstructured procedures persist is that they serve a variety of organizational functions (Dipboye, 1994), and relative to structured techniques are (a) more effective in recruiting, (b) personally more satisfying for those who must conduct them, (c) superior in achieving a good fit of the person to the organization, (d) fairer in the sense of providing more two-way communication, a higher quality of interaction, and more voice, (e) more politically advantageous for those attempting to influence selection processes, and (f) a richer medium for communicating the organizational culture. Essentially, the dilemma is how to ensure accurate assessment without

becoming Orwellian in the quest for standardization and job-relatedness.

There are several suggestions for implementing structure in a way that is acceptable to users. In designing interview procedures, practitioners should keep in mind that more is not always better, and should ask how little structure they can get away with while maintaining the quality of assessments. In implementing a structured procedure, some solutions may be as simple as explaining at the beginning why applicants are not being allowed to ask questions, providing dual role interviews in which there are separate sessions dedicated to assessment and recruitment, or allowing a period of free interaction once the structured part of the interview is completed. To the extent possible, those who implement interview procedures should be involved in the design of those procedures. Once implemented, monitoring and maintenance is needed to avoid the destructuring that I would suggest is inevitable.

The successful implementation of research on the interview as well as other selection techniques requires sensitivity to user attitudes as well as psychometric expertise. Moreover, I/O psychologists should approach the issue as an opportunity to integrate the best elements of structured and unstructured approaches rather than as an either-or decision.

So what have we learned, Dorothy? In many ways the four sets of comments presented above, while differing in the details, present nonetheless a relatively unified front with respect to (a) the reasons for the continued reliance on interviews in organizations, (b) the means by which to correct or improve the interviewing process, and (c) the importance of continuing to conduct research in this area. In general, it appears that managers like to do their own interviews their own way (i.e., unstructured in form and content). One of the reasons for the pervasiveness of this trend is probably because it gives managers some sense of freedom or flexibility in what is probably an otherwise rather controlling and bureaucratic organizational system most of the time. As with many individual level traits or abilities, managers undoubtedly think they are above average on their interpersonal and interviewing skills (i.e., a good judge of character) and therefore need little in the way of guidance or formal structure from the ever-struggling-for-relevance (not to mention credibility) groups in the HR, OD, and I/O functions. We all want to be on the far right side of the bell curve but, by definition, most of us are smack-dab in the middle.

With respect to improving the interviewing situation it is apparent that, despite the solid evidence in support of structured methodologies (even if they might be, as Bob suggested, conducted with as little structure as necessary in order to achieve the desired impact), managers remain a "hard sell" to the benefits of what in their minds amounts to more work and less

personal control. They actually like doing the interviews their way, and they get to experience the individual differences inherent in the interviewee as well (i.e., they "get to watch them squirm"). No wonder we can't sell the damn things! Interviews are probably one of the last places left for managers to exercise their creative juices, particularly with respect to that favorite humdinger of a question reflecting the V.P.'s big presentation, the water cooler, and the faulty Pentium chip. Nevertheless, enhancing structure, with a focus on specific situations and behaviors, at least at some level, is the preferred solution given by all four of our contributors. Training in how to use, and perhaps be even somewhat flexible in, the structured interview process is in turn the primary method recommended for ultimately increasing the effectiveness of the employee interview. Just remember, there is still no hard and fast solution to breaking through the initial layer of resistance that appears to follow such a shift in the selection process. And, as Elaine noted, we are probably not as good at marketing the benefits of our services as we could be.

Finally, the answer is a resounding "YES!" with regard to continuing our research efforts in the area of enhancing interviewing effectiveness. Apparently, it seems that convincing a group of I/O psychologists to give up on a line of research that has been studied for almost a century is probably more difficult than convincing managers that they need to take our advice and get some more structure in their interview processes. In any case, the charge is clear: Go forth and structure those interviews!

My thanks to Phil, Gerald, Elaine, and Bob for their contributions to the present discussion. Thanks also to JW for assistance with the wording of the question and MZ for her typing and proofing assistance. If you have a "pet topic" that you've been waiting to see discussed in these pages, a burning desire to write something inspired about a particular topic in I/O psychology, or if you have any reactions of comments regarding this issue's forum, you can reach me at W. Warner Burke Associates Inc., 201 Wolfs Lane, Pelham, NY, 10803, (914) 738-0080, fax (914) 738-1059, or e-mail AllanHC@AOL.COM. Thanks for reading!

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Biographies:

Phillip Roth is an Associate Professor of Management at Clemson University. Prior to this position, he was an assistant professor at Texas A&M. He received his Ph.D. from the University of Houston while working with Bob Pritchard. He has published articles in *Journal of Applied Psychology, Organizational Behavior and Human Decision Processes, Personnel Psychology,* and *Journal of Management.* His research interests include interviewing, utility analysis, missing data, and G.P.A. as a predictor of performance.

Gerald R. Ferris is professor of Labor and Industrial Relations, Business Administration, and Psychology and Caterpillar Foundation University Scholar at the University of Illinois at Urbana-Champaign. He also is the Director of the Center for Human Resource Management at the University of Illinois. He received his Ph.D. in Business Administration from the University of Illinois at Urbana-Champaign, and subsequently served on the faculty at Texas A&M University. His research interests are in interpersonal and political influence in organizations, performance evaluation, and strategic human resources management. He has authored numerous articles in such journals as the *Journal of Applied Psychology, Organizational Behavior and Human Decision Processes, Academy of Management Journal,* and *Academy of Management Review,* and serves as editor of the annual series, *Research in Personnel and Human Resources Management.* He has authored or edited a number of books as well including the *Handbook of Human Resources Management.* Ferris has consulted on a variety of human resources topics with companies, taught in management development programs, and lectured in Austria, Greece, Hong Kong, Japan, Singapore, and Taiwan, in addition to various U. S. universities.

Elaine D. Pulakos (Ph.D., I/O Michigan State University) is both a scientist and a practitioner. Currently Director of Personnel Decisions Research Institutes' Washington DC office, she has spent her career conducting applied research and consulting in both public and private sector organizations. A Fellow of APA and SIOP, she has published over 100 refereed journal articles, book chapters, and technical reports, primarily on selection and performance appraisal issues. She has served as consulting editor of *Journal of Applied Psychology* for 7 years, *Personnel Psychology* for 5 years, and *Frontiers in I/O Psychology* for 3 years. SIOP service includes Program Chair, Secretary, and Member-at-Large of the Executive Committee.

Robert L. Dipboye is chair of the psychology department at Rice University, where he holds the rank of professor. He received his Ph.D. in I/O psychology from Purdue University and has held faculty positions at the University of Tennessee-Knoxville and Purdue University. He is an associate editor of the *Journal of Organizational Behavior* and the *Academy of Management Review.* He is a Fellow of the SIOP, the APS, and the APA. He is the author of *Selection Interviews: Process Perspectives* and *Understanding Industrial and Organizational Psychology: An Integrated Approach* (with Carlla Smith and Bill Howell). In addition to his scholarly pursuits, he has consulted with organizations in the design and validation of selection procedures.

Report on the Eleventh Annual Industrial/Organizational Psychology Doctoral Student Consortium

Tara L'Heureux, University of New Haven
Peter Bachiochi, Bowling Green State University

The Eleventh Annual I/O Doctoral Consortium was held on Thursday, April 25, 1996, preceding the SIOP Annual Conference in San Diego. The consortium attracted 40 advanced doctoral students from 35 programs who were eager both to learn from our experienced presenters and also to establish new professional connections. About two-thirds of the participants were from Psychology programs and one-third were from Business or Management pro-grams. In terms of career paths, participants were evenly split among those who desired academic careers, positions in industry, and consulting careers.

The day's activities began with a continental breakfast and an opening presentation by Ann Howard. Through meaningful examples and her wealth of experience, Dr. Howard gave an informative and thought provoking presentation regarding the changing nature of work and its implications for I/O Psychology. Following the breakfast presentation, students then participated in one of two concurrent sessions. In one session, Tim Judge discussed the resurgence of personality as a central factor in current I/O research. Session participants actively discussed various personality taxonomies, differences in measurement, and practical application issues. At the same time, Joyce Russell was providing students with some very tangible advice about integrating research and practice. The session was highly interactive as students had many questions on ways in which they could enhance their marketability as applied scientists.

After everyone feasted on a delicious Mexican lunch, Angelo DeNisi, Editor of the *Academy of Management Journal* gave a rousing presentation of important issues associated with the journal publication process. Angelo's dynamic talk energized the group for the concurrent afternoon sessions. In the first, Eduardo Salas and Janis Cannon-Bowers discussed many of the myths related to the science and practice of training. Discussion focused around the role that I/O psychologists can and must play as the field of training evolves and new jobs emerge. The second session featured a presentation by Elaine Pulakos on several promising strategies for dealing with adverse impact. She noted the practical implications of the various approaches, and presented some of her research findings regarding each strategy's influence on criterion-related validities.

At the end of the day, our diverse group of presenters participated in a question and answer session. The panel offered straightforward and useful

advice as they discussed numerous issues such as early career trials and tribulations, work and family balance, and the importance of on-going professional development and skill-building activities. Students indicated that they enjoyed this interchange; in fact, the overall response to the consortium was very positive. Through the wonders of e-mail, we continue to receive favorable comments regarding the day's events. One student noted that the consortium was not only an excellent educational experience, but also an opportunity to build long lasting professional contacts and friendships. We would like to offer our sincere appreciation to all of the presenters who graciously contributed their time and energy to supporting and encouraging the development of doctoral students in our profession.
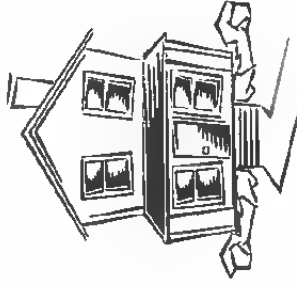
This list was prepared by David Pollack. If you would like to submit additional entries, please write to David Pollack at the U.S. Immigration and Naturalization Service, 425 I Street, NW, Room 2038, Washington, DC 20536, (or call (202) 305-0081, or FAX entries to (202) 514-4200).

1996

Aug 4-8 Annual Convention of the American Statistical Association. Chicago, IL. Contact: ASA, (703) 684-1221.

Aug 9 General Meeting of the Association of Test Publishers. Toronto, Canada. Contact: Lauren Scheib, (717) 755-9747.

Aug 9-13 Annual Convention of the American Psychological Association. Toronto, Canada. Contact: APA, (202) 336-6020.

Aug 11-14 Annual Meeting, Academy of Management. Cincinnati, OH. Contact: Academy of Management, (914) 923-2607.

Aug 27-29 Ninth Convention of the International Association of French Speaking Work Psychologists. Sherbrooke, Quebec. Contact: Alain Rondeau. (819) 821-7228.

Sept 2-6 Annual Conference of the Human Factors and Ergonomics Society. Philadelphia, PA. Contact: The Human Factors and Ergonomics Society, (310) 394-1811.

Sept 18-20 Seventh Annual International Conference on Work Teams: Building Mature Teams and Their Support Systems. Dallas, TX. Contact: Center for the Study of Work Teams, (817) 565-3628.

Oct 4-5 First Biannual Biodata Conference: Theoretical Issues and Developments in Biodata Research and Practice. Athens, GA. Contact: Dr. Garnett Stokes, Applied Psychology Program Chair, Department of Psychology, University of Georgia, (706) 542-2174.

Oct 29-Nov 2 16th O.D. World Congress. Cairo, Egypt. Contact: Organizational Development Institute, (216) 461-4333.

Nov 6-9 Annual Convention of the American Evaluation Association. Atlanta, GA. Contact: AEA, (804) 225-2085.

1997

Feb 24-26 Corporate Dynamics Midwest Training Conference. Oakbrook Terrace, IL. Contact: Meg Nigro, (708) 778-9991.

March 25-29 Annual Convention, American Educational Research Association. Chicago, IL. Contact: AERA, (202) 223-9485.

March 25-29 Annual Convention, National Council on Measurement in Education. Chicago, IL. Contact: NCME, (202) 223-9318.

April 11-13 Twelfth Annual Conference of the Society for Industrial and Organizational Psychology. St. Louis, MO. Contact: SIOP, (419) 353-0032.

April 27-30 International Congress on the Assessment Center Method. London, England. Contact: DDI, (412) 257-3952.

May 18-22 Annual Conference of the American Society for Training and Development. Washington, DC. Contact: ASTD, (703) 683-8100.

May 23-26 Annual Convention of the American Psychological Society. Washington, DC. Contact: APS, (202) 783-2077.

June 22-25 Annual Conference of the Society for Human Resource Management. San Diego, CA. Contact: SHRM, (703) 548-3440.

June 22-26 Annual Conference of the International Personnel Management Association Assessment Council. Newport Beach, CA. Contact: IPMA, (703) 549-7100.

July 19-23 Annual Conference of the American Society for Public Administration. Philadelphia, PA. Contact: ASPA, (202) 393-7878.

SOCIETY FOR HUMAN RESOURCE MANAGEMENT FOUNDATION REQUEST FOR PROPOSAL

The Changing Workplace: From Jobs to Work

The society for human resource management foundation is soliciting proposals for research on the changing nature of the workplace, especially investigations into the implications of new definitions of work for individuals, organizations, and society. This issue continues to occupy a high priority on the foundation's research agenda. An enthusiastic response last year to the subject prompts the foundation to call for additional input on the topic.

New developments in technology, global economics, and the ever-intensifying pursuit of efficiency have forever altered our organizations, our careers, and our life-styles. Fewer full-time jobs, the end of lifelong careers, and the growth of knowledge as a commodity all demand that we rethink the fundamentals of work. Organizations are beginning to recognize that jobs are a 19th century creation and that the future focus will be not on a fixed bundle of tasks, but on constantly changing work, requiring individuals with the requisite competencies to fulfill the ever-broadening and the ever-increasing demands of customers.

There is already evidence that we are in the early stages of a great shift in how work gets done, a shift comparable to what took place at the beginning of the industrial Revolution—when the job was invented. Now, the job (not just some particular jobs) is disappearing. Immediate simple examples are already obvious; part-time positions, contract hires, temporaries, out sourced work. But a much more important organizational issue has received far less attention: How do full-time employees carrying out core functions unlearn the loyal-employee mindset and become 'vendor-minded?'

Organizations are fundamentally changing to use such "de-jobbed" workers successfully: policies, structures, management styles, compensation practices—everything may need to be rethought. Some organizations—newer ones in very fast-moving industries—have begun this task, but too many organizations are blindly sailing toward the iceberg.

Because society has depended on "the job" to take care of individuals needs for income, affiliation, healthcare, retirement security, status, and structure, the end of jobs represents a profound social crisis.

The SHRM Foundation is soliciting proposals from scholars with the capabilities of investigating the emergence of these phenomena, as well as ascertaining potential organizational responses, especially the implications for the human resource function. A variety of methodological approaches

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CALLS & ANNOUNCEMENTS

1996 Focus on Science Program

Focus on Science, the 3-day compressed science programming, will take place on Sunday, August 11 through Tuesday, August 13, 1996 at the 104th Annual Convention of the American Psychological Association in Toronto, Ontario, Canada. The three days of the **Focus on Science** programming will feature exceptional scientific presentations and other events of interest to psychological scientists.

Focus on Science is an experimental program taking place at the 1996 APA Convention. By compressing the scientific programming into 3 days instead of 5 days, APA hopes to make attending the convention easier and more affordable for members.

This year the following eight APA divisions are participating in the compressed science programming: Division 3 (Experimental), 6 (Behavioral Neuroscience and Comparative), 7 (Developmental), 8 (Society of Personality and Social Psychology), 14 (Society for Industrial and Organizational Psychology), 21 (Applied Experimental and Engineering), 25 (Experimental Analysis of Behavior), and 28 (Psychopharmacology and Substance Abuse).

This year's convention also offers special programming on drug abuse issues. The Science Directorate is working with the National Institute on Drug Abuse (NIDA) in sponsoring the Conference on Drug Abuse. Eleven APA divisions and the Board of Scientific Affairs are co-sponsoring this program. The Conference on Drug Abuse takes place from Saturday through Tuesday. Among the speakers scheduled to present are NIDA Director, Alan Leshner, PhD; Dante Cicchetti, PhD; Thomas Coates, PhD; Marsha Linehan, PhD; and David Musto, MD. In addition, there will be an open reception on Saturday at 5 p.m. in the Toronto Convention Centre, a tour of the Addiction Research Foundation, and special events in NIDA's hospitality suite. Check the hospitality suite listing at the Convention Centre for the specific location and hours. A complete listing of sessions and events associated with the Conference on Drug Abuse can be found in the **Focus of Science** program.

INDUSTRIAL PSYCHOLOGY INTERNSHIP: Bell Atlantic Corporation is currently accepting applications for full-time internship positions in its Selection Research Department. Bell Atlantic is a leader in the telecommunications industry and offers interns the opportunity to obtain experience working in a fast-paced corporate environment. Internships begin at various times of the year, depending on project requirements, and normally last 12 months. All positions are located in Arlington, VA.

Bell Atlantic's Selection Research Department is responsible for developing, validating, and assisting with the implementation of selection systems throughout the Corporation. Other projects have involved work on performance appraisal, test preparation courses, and survey development. Interns work on all phases of projects from conceptualization to implementation.

Qualified candidates should possess at least a Master's degree in industrial/organizational psychology or equivalent. Strong written communication, interpersonal, research, and statistical skills are critical. Experience with SPSS is desirable.

Interested applicants should send a resume, graduate transcript, writing sample, and desired start date to: Jill K. Wheeler, Bell Atlantic Corporation, 1310 N. Court House Road, Upper Lobby, Arlington, VA 22201.

I/O EXTERNSHIP: The Vandaver Group, Inc., an emerging premier human resources and management consulting firm headquartered in Houston, Texas, is offering a one year, full-time consulting opportunity for a "high potential" Ph.D. in I/O psychology or related area. Designed to offer rich practical experience and professional development of the extern, this position can serve as the one year's post-doctoral supervised experience requirement for licensure.

Qualified candidates will have completed the requirements for their Ph.D. prior to starting, and have exceptional analytical (quantitative and qualitative), conceptual and innovative thinking, listening, and communi-

are encouraged, including but not limited to case studies, surveys, and field experiments.

If you have an interest in conducting research in this area, please contact the SHRM Foundation to obtain details on how to apply for a Foundation grant:

Edward H. Lyons, SPHR
SHRM Foundation
606 North Washington Street
Alexandria, VA 22314
(703) 548-3440.

Handbook on the History of I/O

Jim Austin has signed a contract to produce a handbook of the history of the field of I/O. It will consist of a historical section, biographical sketches, and bibliographical sources. Given the importance of chronicling the history of the discipline, he would like to ask for input from folks in the field with respect to how they see the history, biography, and bibliography since the early part of this century. Any and all assistance would be gratefully appreciated. Phone Jim at Ohio State, 614-292-0685.

First Regional Congress of Psychology for Professionals in the Americas

Psychologists doing work in any specific area of applied psychology are invited to submit papers, for example, in organizational psychology, health psychology, psychological assessment, environmental psychology, educational, instructional and school psychology, clinical and community psychology, applied gerontology, psychology and national development, economic psychology, psychology and law, psychology and politics, sport psychology, traffic, evaluation research, and professional psychology issues. There will be invited state-of-the-art addresses, symposia, workshops, thematic sessions, and posters. A series of touristic and professional visits will be an important complement of the congress.

July 13-19, 1997, in Mexico City, Mexico. For further information, please contact Susan Pick, Ph.D., at Congreso@datasys.com.mx, telephone and fax: 525/598.23.42 or by courier at Apdo. Postal 41/756 Mexico, DF. 11001, Mexico.

perience in job analysis, test development, and validation. Strong research, analytical, written and interpersonal communication skills are required. Experience in SAS is also desired.

These internships are full time and last for 6 months, beginning in January or July. The deadline for completed applications is October 15 for the internship beginning in January, and April 15 for the internship beginning in July. Please send cover letter and resume to: **Anna Erickson, Ph.D., SBC Communications, Inc., 175 East Houston, Room 5-D-9, San Antonio, TX 78205.**

EMPLOYEE SELECTION INTERNSHIP OPPORTUNITIES: GTE Telephone Operations is seeking candidates for Employee Selection internship positions to be located at GTE Telephone Operations Headquarters in Irving, TX. These positions will provide the opportunity to gain experience in a large organization and to become an active participant in a human resources team. The intern will assist test development professionals in planning and carrying out content and/or criterion related test development and validation projects, writing technical reports, and participating in other related projects.

Candidates should be advanced Ph.D. students in I/O psychology (3rd or 4th year) or have a Master's degree in I/O psychology. Training or experience in job analysis and employment test development and validation (e.g., structured interviews, competency tests, skills test, etc.) is required, including knowledge of current legal issues in employment testing. A solid background in psychometrics and related statistical techniques is essential, and experience with SAS, SPSS, or a similar statistical package is highly desirable. Candidates must be able to cooperate in team efforts, have solid organizational skills, and have strong interpersonal and communication skills.

These internships are full-time positions starting January 1997 and July 1997 with a minimum duration of 6 months. Deadline for applications is October 1st for internships starting in January and April 1st for internships in July. Interested individuals are invited to submit a resume, references, and a copy of graduate transcripts to: **Alberto J. Galue, Ph.D., GTE Telephone Operations, 700 Hidden Ridge, HQW01J38, Irving TX 75038.**

cation skills, initiative, track record for getting things done with high quality and on time, flexibility, and high "social intelligence."

Preference will be given to those with broad exposure to psychology and business literatures; and a science-practice orientation, grounded in solid practical thinking. Previous internship or business experience is desirable.

To apply, please send a cover letter, resume or vita, and the names and telephone numbers of three references (academic faculty and/or internship supervisor(s)) to: **The Vandaveer Group, Inc., 520 Post Oak Blvd., Suite 260, Houston TX 77027.** The Vandaveer Group is an equal opportunity employer. Deadlines: March 15 for June start; June 15 for September start.

ORGANIZATIONAL DEVELOPMENT INTERN: The open position is for an OD intern. The major clients are either *Fortune* 500 corporations or the federal government. Knowledge of team building methods and techniques is essential. Knowledge of systems theory and organizational development techniques are critical. Training or testing experience is important. Major assignment will be to develop a major team building program and training materials. Minimum qualification is a master's degree concentrating in Organizational Psychology or Organizational Development. The company is a small consulting firm located in Huntsville, Alabama. The firm is young, growing and offers the ability to have a significant role in a consulting firm. Salary is $25,000 to $30,000 depending on qualifications. If interested contact: **Kevin K. McDaris, MPC, Inc. 139-B McMurtire Dr., Huntsville AL 35806, (205) 837-7765 or Kevin.McDaris@MSFC.NASA.GOV.**

HUMAN RESOURCES RESEARCH INTERNSHIP: SBC Communications, Inc. (formerly Southwestern Bell Corporation) is currently accepting applications for pre-doctoral I/O Psychology internships in Human Resources Research and Planning.

The internship program gives students with a solid I/O background an opportunity to apply their training in a corporate environment. Interns work with two I/O Psychologists, independently, and with other Human Resource professionals on applied research and selection process development. The internship is designed to allow students to be responsible for entire projects from beginning to end. We also emphasize the importance of students completing the work needed for their degrees.

Qualified candidates should be advanced Ph.D. students (preferably 3rd or 4th year) in I/O psychology and should have completed a Master's degree or equivalent. Preference will be given to applicants with ex-

I/O PSYCHOLOGY INTERNS: Ford Motor Company is accepting applications for pre-doctoral internships in industrial/ organizational psychology. Ford is a worldwide leader in automotive products and financial services with 325,000 employees, including 143,000 employees in the U.S. automotive operations.

The internships are full-time and last 12 months. Interns will be working with I/O psychologists and HR professionals on a variety of projects most of which are international in scope. Projects include selection research, employee surveys, and organizational development. All positions are located in Dearborn, Michigan.

Applicants must be enrolled in an I/O doctoral program and have completed a Master's degree or be admitted to doctoral candidacy. Candidates should have experience in an area such as selection, construction of tests/surveys, statistical analysis and organizational/team development interventions. Familiarity with SPSS is preferred but not required. Foreign language skills, such as German, Spanish, or French are not required but would be a definite plus. Ford is an Equal Opportunity Employer committed to a culturally diverse workforce.

Please submit a cover letter and resume to: **Rick Smith, Ph.D. Ford Motor Company, Organizational Psychology & Development, World Headquarters - Room 307, Dearborn MI 48121-1899. FAX: 313-845-5765.**

DIRECTOR, EMPLOYEE SELECTION SYSTEMS: Manpower International, Inc., the world's largest staffing service, has a full-time position available for a Ph.D. psychologist with strong leadership skills, proven experience managing people and projects, creativity, and a strong marketing orientation. Demonstrated ability to lead and develop a professional staff is essential.

Manpower internally develops and validates pre-employment testing tools for office/clerical, light industrial and technical employees. The Director of Employee Selection Systems is responsible for content and/or criterion related pre-employment test development. This individual will create and manage all aspects related to the research, development and successful implementation of pre-employment assessment tools.

Manpower offers a competitive salary and a complete benefits package. Interested applicants should send resumes to: **Manpower Inc., Employment Services, 5301 North Ironwood Road, Milwaukee, WI 53217 or call (414) 961-1000. EOE/AA**

FACULTY POSITION: The College of Netanya (Israel) is recruiting for a tenure-track teaching position beginning October 1997. We are seeking I/O Psychologists or HRM graduates holding a Ph.D. degree.

Responsibilities include teaching undergraduate courses, in the School of Human Resources Management, in areas such as: Career planning and development, training, job analysis and evaluation, decision making in organizations, organizational change and development, work attitudes surveys, leadership and management, personnel interviewing, team building, research, employee surveys, and human resources accounting.

The successful candidate must possess excellent teaching skills in Hebrew and should also have some commitment to the pursuit of academic research.

Salary and academic rank are commensurate with qualifications and experience.

Please send a letter of application with a statement of teaching and research interest, an up-to-date C.V. including a list of publications, and the addresses and fax numbers of three potential referees to: **Chairman, Academic Council, Netanya College, 16 Kibbutz Galuyot St, Netanya, 42365 Israel. Fax: 972 9 844439.**

SENIOR CONSULTANT OR PROJECT MANAGER: Aon Consulting, formerly HRStrategies, is an internationally known HR consulting firm specializing in the design and implementation of creative solutions to human resource and organizational transition needs. Our staff of over 1,500 professionals includes more than 60 I/O psychologists offering exceptional service to the most recognized and innovative organizations in the world. As a member of the Aon family of companies, we offer global consulting capabilities through a worldwide network of offices.

Due to rapid growth, we are continually in search of exceptional candidates who can make valuable contributions to our team. Project work includes the construction and implementation of selection and assessment systems, performance management systems, career development programs, employee opinion surveys, and change management consulting.

We seek experienced I/O psychologists with a proven track record of superior project management and strong statistical skills with the ability to present in an applied manner. Send your resume outlining related experience to **Jennifer K. Burns, Human Resources Manager, Aon Consulting, P.O. Box 36778, Grosse Pointe MI 48236.** Aon Consulting is an Equal Opportunity Employer and a member of the Aon family of companies.

Railroad, P.O. Box 961030, Fort Worth TX 76161-0030. No phone calls please, BNSF is committed to a diverse workforce.

ASSOCIATE CONSULTANT TO MANAGEMENT: The Vandaveer Group, Inc., and emerging premier human resources and management consulting firm headquartered in Houston, Texas, is in search of an exceptional individual for an Associate Consultant position in the Houston office. Qualified candidates will have a Ph.D. in I/O (or related area), clinical, or counseling psychology, and two or more years of relevant experience. Responsibilities will include participation in a wide variety of consulting projects and services related to leader and organization development, executive assessment and coaching, leader succession planning, process redesign and improvement, performance measurement and enhancement, employee selection and staffing, and process consultation and conflict resolution. Duties will include participation in project design and planning; data collection and analysis (quantitative and qualitative); assistance in the preparation of proposals, presentations, and reports; design and development of processes, tools, tests, and individual and team development workshops; and training for conducting individual assessments and coaching, and for process consultation.

We are looking for someone with exceptional cognitive abilities, including conceptualization and innovative thinking, as well as strong analytical skills; excellent oral and written communication skills; superior listening skills, high energy; flexibility; initiative and strong orientation to getting things done, responsiveness to client needs; strong practical orientation grounded in solid knowledge of theory and methods; and a high degree of "social intelligence." Fluency in French, Spanish, or Mandarin Chinese will be a plus. The successful candidate will be licensable as a psychologist in Texas.

The Vandaveer Group offers competitive compensation and tremendous opportunity for professional growth and development. We are an equal opportunity employer. To apply, please send a cover letter, resume, and the names and telephone numbers of three academic and/or business references to: **The Vandaveer Group, Inc., 520 Post Oak Blvd. Suite 260, Houston TX 77027.**

CONSULTANTS AND BUSINESS ASSOCIATES: The Chauncey Group International is a wholly owned subsidiary of Educational Testing Service and a global company in the human resource development business serving business, government, and the professions. The Chauncey Group has a staff of 100+ that are committed to meeting our clients' needs rapidly, professionally, and cost-effectively.

We are seeking capable and experienced professionals with expertise in industrial-organizational psychology, and product and test development to assist us on assignments on a when-needed basis. Assignments include planning and conducting job analyses, statistical analyses, test development, and research related to new assessments and procedures. The ability to develop and maintain favorable relations with clients and project managers is essential, and the position will require travel to attend client meetings as needed. Excellent presentation skills are mandatory. Consulting opportunities include projects related to computer-based measurement and various forms of assessment, as well as other projects related to the human resource development business.

Please send a resume outlining relevant project experience to **F. Jay Breyer, Managing Principal, Research & Analysis, The Chauncey Group International, 506 Carnegie Center, Princeton NJ 08540.** Questions can be directed via e-mail to jbreyer@chauncey.com. AA/EOE.

TRAINING AND DEVELOPMENT SPECIALIST: Burlington Northern Santa Fe Railroad (BNSF), the largest railroad in the United States, is seeking an individual with an industrial/organizational psychology background. The full-time position reports to the Director of Training and Development in the Corporate Headquarters office in Fort Worth, Texas. Responsibilities will include developing and implementing a 360 degree feedback instrument, developing competencies, developing selection instruments as well as assisting in employee development initiatives, training programs, and succession planning efforts.

Candidates should possess a Master's degree in I/O psychology. Ph.D. preferred. 1-3 years business experience. Experience in job analysis and employment test development and validation required. Experience in developing performance feedback instruments desired. Solid background in statistical techniques essential.

Must be willing to work in a fast-paced atmosphere, work independently and as a team in providing deliverables under tight deadlines. Strong interpersonal and communications skills required. Salary range in the $40s.

Interested individuals are invited to submit a resume, transcripts, references and a listing of relevant course work to: **Jeanne Michalski, Assistant Vice President Staffing & Development, Burlington Northern Santa Fe**

PERSONNEL DECISIONS INTERNATIONAL (PDI), a fast-growing human resources and management consulting firm, is a great place to work, to grow, and to have fun doing it! We now have more than 220 consulting psychologists, and offices in Minneapolis, Boston, Brussels, Chicago, Dallas, Denver, Detroit, Houston, London, New York, Paris, San

volves selection and team design consulting for new plant startups and expansions; we have successfully completed close to 200 new plant startups around the world in a wide range of industries.

The growth of our assessment and selection technology group has created a need in our company for experienced I/O psychologists to assist with new plant startup selection and promotion systems, developmental assessment, research design, executive assessment, and product develop-ment. Our consultants also provide sales and marketing support to the field sales force.

These positions require an advanced degree in I/O psychology, an in-depth understanding and working knowledge of assessment and testing methodology, and project management skills. For one consultant opening, experience in test development and validation is required. Salary is com-mensurate with education and experience.

For confidential consideration, please forward your resume and salary requirements to: **Code:CBK1, Bernadette D. Kortze, Development Dimensions International, 1225 Washington Pike, Bridgeville PA 15017-2838, Fax 412 220-2958.** EEO Employer.

BELLSOUTH CORPORATION, a leader in the field of communications, announces an immediate opening for an industrial/ organizational psychologist at its Leadership Development Center, a department of corporate Human Resources in Atlanta, Georgia.

The position includes responsibility for a variety of human resources functions relating to leadership development and succession planning, assessment center design, research and administration, and individual assessments. The position provides an opportunity to work at the corporate level, interacting with all levels of management in a variety of projects and initiatives with particular emphasis on developing corporate leaders.

Qualified applicants should possess a doctoral degree in industrial and organizational (I/O) psychology or related field and have at least 5 years of relevant applied work experience. Preference will be given to candidates with planning, psychological assessments, executive feedback and coaching, and HR project management. Candidates must be inde-pendent contributors who demonstrate proficiency in interpersonal skills, communication and presentation skills, project management and innovative thinking.

The position offers a highly competitive starting compensation package with salary and benefits commensurate with experience and qualifications.

Interested applicants should send or fax a copy of their resume and/or vita to: **Rosemary Slider, Director-Leadership Development, 2200 Century Parkway, Suite 100, Atlanta, GA 30345. FAX: 404.325.3207, or e-mail to: Steilberg.Chris@bsc.bls.com.** No phone calls, please.

Francisco, Singapore, Stockholm, Tampa, Tokyo, and Washington, DC. We are a highly professional team, on the leading edge of our profession, focused on providing innovative, top-quality solutions to meet client needs. PDI serves organizations in both the public and private sectors; our clients range from *Fortune* 100 companies to small family businesses, in virtually all industry groups. We are interested in applicants who can meet the following descriptions:

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To apply for these or future opportunities, please send a cover letter, resume, and geographic preference to: **Joanne Pfau, Vice President of Human Resources, Personnel Decisions International, 2000 Plaza VII Tower, 45 South 7th Street, Minneapolis MN 55402. Fax: 612/337-3640.**

PDI is an equal opportunity employer committed to employing a team of diverse professionals. Individuals from all cultural backgrounds are en-couraged to apply.

DEVELOPMENT DIMENSIONS INTERNATIONAL (DDI) is a Pittsburgh based international human resource and organizational development management consulting firm serving major corporations world-wide. DDI specializes in the research and development of systems designed for organizational diagnosis and evaluation, assessment and selection, training, and performance management. In addition to seven regional offices in the United States, we maintain a network of offices and affiliates in 21 countries.

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Candidates at all levels should send resume with cover letter to **Douglas Klein, Vice President & Partner, Sirota & Associates, Inc., 1675 Third Avenue, New York, NY, 10128, FAX: (212) 534-3269, e-mail: dklein@sirota.com.**

ORGANIZATIONAL DEVELOPMENT MANAGER: *Fortune* 100 Transportation Company, headquartered in Jacksonville, Florida, is seeking a Manager to consult with individuals, teams and departments regarding systematic change efforts designed to improve overall performance. Conduct needs analysis on individual, group and departmental levels. Activities include: process consultation, facilitation, job analysis, role clarification, and survey design, analysis and feedback. Individual must research, recommend and arrange appropriate interventions, develop performance evaluation dimensions/documentation formats and assist in performance management implementation. Candidate will assist in the creation of personal development plans, establish behavioral expectations for performance evaluation and administer, score and interpret skills, preference and psychological inventories. Must develop and maintain professional contacts as a forum for sharing relevant information.

Must have a working knowledge of organization and group dynamics, as well as demonstrated facilitation and platform skills; ability to negotiate effectively with individuals and groups while establishing trust and building credibility with clients; excellent interpersonal and problem-solving skills.

Requirements: Advanced degree in behavioral sciences, or equivalent experience, with a concentration/experience in organizational behavior and development; univariate and multivariate statistics along with PC and mainframe proficiency. Interested candidates please send resume to: **Michael Buckner (OD), 500 Water St., J400 Jacksonville FL 32202, FAX (904) 359-3932.**

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The Industrial-Organizational Psychologist (TIP) is the official newsletter of the Society for Industrial and Organizational Psychology, Inc., Division 14 of the American Psychological Association, and an organizational affiliate of the American Psychological Society. TIP is distributed four times a year to more than 2500 Society members; the Society's Annual Convention Program is distributed in the spring to the same group. Members receiving both publications include academicians and professional practitioners in the field. In addition, TIP is distributed to foreign affiliates, graduate students, leaders of APA and APS, and individual and institutional subscribers. Current circulation is 4700 copies per issue.

Advertising may be purchased in TIP and the Annual Convention Program in units as large as two pages and as small as one-half page. In addition, "Position Available" ads can be obtained in TIP at a charge of $75.00 for less than 200 words, and $90.00 for less than 300 words. These ads may be placed on our Web page at no additional charge, but both a hard copy and a disk (ascii formatted) must be submitted. For information or placement of ads, contact: **SIOP Administrative Office, 745 Haskins, Rd., Suite A, P.O. Box 87, Bowling Green, OH 43402.**

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Publishing Information

TIP is published four times a year: July, October, January, April. Respective closing dates are May 15, August 15, November 15, and February 15. The Annual Convention Program is published in March, with a closing date of January 15. TIP is a 5-1/2" x 8-1/2" booklet, printed by offset on enamel stock. Type is 10 point Times New Roman.

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The Industrial-Organizational Psychologist
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